

# Vendor Q&A – RFP No. 25-15M

## General Information & Contract Structure

Question	Answer
With an initial 3-year contract (extendable by an additional two one-year terms), what percentage of your existing courses would be redesigns versus new builds over the next five years?	The immediate need is for three classes in a Master of Science in Gerontology and three classes in a Doctorate of Anatomical Sciences. There would only be a need for new development at this time. No redesigns would be needed.
Per 2-2 G on page 6, vendors can propose exceptions to the terms to negotiate at the time of award. For budgeting purposes, can you confirm that as vendors will not be on-site nor interact with students that sexual abuse and molestation insurance coverage will not be required?	It is not expected that vendors will not be on-site nor interacting with students for the initial task order.
Is this a master agreement or an RFP to identify a particular vendor to support the initial task order outlined in section 3 - technical specifications?	The University has an immediate need for the initial task order but may offer a master agreement to one or more vendors. Depending on what is determined to be in the best interest of the University.
Do you have a target budget or range that you can share for the courses?	No, we do not have a fixed budget.
What is the expected timeline per course development cycle?	For the MS in Gerontology, content experts will be delivering their materials in early May of 2025 and we anticipate launching this master's degree in the fall semester of 2025. Some of the materials for the Doctorate of anatomical science have already been received from content experts and these classes also start in the fall of 2025.
Do you anticipate awarding this contract to multiple vendors, or do you plan to select a single provider?	The University may award the contract to one or multiple vendors.
Is there a defined budget or a maximum spending limit for this engagement?	No, we do not have a fixed budget.
How heavily will you weigh the lowest bid in your vendor selection? Can you share the total budget for each of the two programs?	The University may award an Agreement on the basis of initial offers received, without discussion; therefore, each initial offer should contain the offeror's best terms from a cost and technical standpoint.

Does the university have a target budget or budget range for each course or the overall task order?	For the online classes, all three from the MS in Gerontology and all three of the Doctorate of Anatomical Science will start in the Fall semester of 2025.
What is the anticipated start date for the first task order, and what is the deadline for completion before the Fall 2025 semester?	For the online classes, all three from the MS in Gerontology and all three of the Doctorate of Anatomical Science will start in the Fall semester of 2025.
What is the estimated budget range for the initial task order (six courses)?	We do not have a fixed budget or established budget range.
Can you provide more detail about the "individual task orders" process? How will they be assigned and what is the typical turnaround time expected for each?	We anticipate that material will be delivered by content experts well before a contract start point. We will need completed courses by the start of Fall semester (August 2025). As such, there is no specific task order.
What is the anticipated timeline for issuing future task orders?	To be determined.
What is the potential volume or scope of work for future task orders beyond the initial six courses?	To be determined.
Are there any specific academic programs or subject areas that are likely to be included in future task orders?	To be determined.
If so, is the course envisioned to undergo significant changes in material or in format (for example, the current course is a live classroom but the task order will be to build a version that is fully online)?	There will not be any significant changes in format or materials. The courses will remain online indefinitely.
Does the University encourage or mandate MBE subcontracting requirements for prime contractors under this RFP?	The University uses business classification types (such as Minority Owned Business) for internal tracking only. They are not considered a factor or requirement of award.
If subcontracting is required, is there a minimum percentage of work that must be allocated to MBE-certified businesses?	The University uses business classification types (such as Minority Owned Business) for internal tracking only. They are not considered a factor or requirement of award.
While State laws of Idaho (Idaho Code § 54-1926) requires performance and payment bonds for certain public works contracts exceeding \$50,000, the necessity and specifics of such bonds for University	This contract is not considered to be a public works contract, and no bonds are required for proposal submission.

<p>contracts that specify a 5% bid bond is required for certain projects, and 100% performance and payment bonds are mandated for others, although its unlikely that Instructional Design and Course Development Services will fall under the purview of “public works” however COMPANY would like to seek clarity if this RFP require bidders to submit a bid bond as part of the proposal submission?</p>	
<p>If performance bonds are required, what is the deadline for submitting them post-contract award?</p>	<p>N/A – proposal bonds are not required for this contract.</p>
<p>Would the University consider waiving bond requirements for service-oriented contracts, especially for firms with limited local presence?</p>	<p>N/A – proposal bonds are not required for this contract.</p>
<p>For a company without employees in Idaho, is workers' compensation insurance still required at the bidding stage or upon contract award?</p>	<p>Yes, at the time of award. If there are no employees in Idaho, please send Workers Compensation certificate for the other employees.</p>
<p>Is it sufficient for subcontractors to maintain their own workers' compensation and general liability coverage, or must the primary contractor also provide coverage?</p>	<p>The general contractor must make sure all subcontractors have the same required insurance. If the subcontractor is a sole proprietor, and Workers Compensation is not required in their state, then Workers Compensation is not needed, but an email stating that the subcontractor has no employees is required.</p>
<p>For 1099 contractors engaged in Idaho, does the University require proof of workers' compensation coverage from each contractor?</p>	<p>Yes, unless contractor is a sole proprietor, and Workers Compensation is not required in their state. An email stating that the contractor (or subcontractor) has no employees and Workers Compensation is not a requirement in their state will need to be supplied.</p>
<p>Are independent contractors (1099) subject to I-9 verification requirements for this contract?</p>	<p>No.</p>
<p>Would the University require proof of work authorization for all personnel involved in the project, even if they are independent contractors?</p>	<p>No.</p>
<p>After the contract is awarded, are there any restrictions on where COMPANY’s personnel must be located while performing the work?</p>	<p>No.</p>
<p>Does the University impose any restrictions on the use of W-9 contractors or offshore resources for service delivery?</p>	<p>At this time, the University does not impose an explicit restriction on the use of W-9 contractors or offshore resources; however, we do expect full transparency. Any proposed offshore resources or subcontractors should</p>

	<p>be clearly identified in your proposal, including their role, location, and how data security and confidentiality will be maintained.</p> <p>The University reserves the right to evaluate proposed resources and may raise concerns or request alternative arrangements if risks are identified, particularly related to data privacy, information security, or geopolitical factors. While China may be a potential area of concern, there is no formal restricted list at this time.</p>
<p>Are bidders required to withhold health benefits, insurance, or other employer obligations for contractors working under the W-9 classification, or is this limited only to W-2 employees?</p>	<p>Not required by UI. Also, the successful contractor would not be eligible for University of Idaho benefits.</p>
<p>Considering Idaho State laws does allow contracting parties to limit liability in contracts, provided such limitations do not contravene public policy (Idaho Code § 29-114), will there be an opportunity for legal review and good faith mutual negotiation of contractual terms, including but not limited to indemnification, insurance requirements, payment terms, and limitation of liability before finalizing the contract, considering any statutory or policy-based restrictions applicable under the State laws of Idaho?</p>	<p>Any proposed exceptions should be described as a part of your response per RFP Section 2-2 G.</p>

## Course Content & Instructional Design

Question	Answer
Will subject matter experts be made available from among your three educational centers, research center, and/or 42 county extension offices to provide course content?	For the MS in Gerontology, content experts have already been identified and contracted. For the DAS program, content experts are in House University of Idaho faculty members.
In what format does current content exist (i.e. PowerPoint / PDF) and what are your on-site filming expectations to produce at least 10 short videos per course?	Content experts are creating materials from PowerPoint, written lecture material, audio and visual recordings, and PDFs. There is no expectation for a contracted company to travel for on-site filming.
Do any faculty & SME source content materials already exist from which the three (3) DAS and three (3) Gerontology courses will be created or will all materials be created from scratch? If all or some of the materials already exist, in what format are these existing materials?	Courses for the DAS are nearing completion and we have contracts for the gerontology program that will be completed in early May of 2025 Content experts are creating materials from PowerPoint, written lecture material, audio and visual recordings, and PDFs.
What do you envision the content for the 10 short videos in each course to be, e.g., instructor or speaker on camera? If so, could they be recorded over Zoom or similar web meeting app?	Content will likely vary depending on the course, but could include interviews or lectures. They could be recorded on Zoom or the University of Idaho's recording room at CETL.
Can you provide an estimate on the ratio of course content that already exists, versus the content that will need to be created from scratch?	Courses for the DAS are nearing completion (approx. 75% complete) and we have contracts for the gerontology program that will be completed in early May of 2025
Is the existing content currently on the Canvas LMS or in a platform where we can review it?	There is not yet any materials in Canvas. Content will be in PowerPoint, written lecture material, audio and visual recordings, and PDFs.
Under "Content Requirements for Each Course" you have listed "10 custom graphics." Can you define custom graphics and provide an example?	Examples: animated explainer videos to break down complex concepts into engaging visual stories, making abstract ideas easier to grasp. Interactive diagrams, such as clickable brain maps or layered anatomy images, allow students to explore content at their own pace. Progressive visual builds—like step-by-step flowcharts—help learners follow processes clearly without becoming overwhelmed.
How many learning modules are expected for each course? What is the expected learning time in hours for each module (or hours per week)?	Graduate-level courses require approximately 3 hours of external work per credit hour per week. In a 3-credit online class, students should expect to dedicate about 9-12 hours per week to course activities, including

	readings, discussions, assignments, and studying. This semester is 15 week terms in a finals week, totaling a 16-week semester.
Are faculty expected to write the scripts for their videos, or will that be part of the instructional design process for the winning bidder?	Any video of a lecture that involves a script will come from the content experts.
Will the faculty/SME be available for collaboration and content reviews / approvals during the Summer months?	Yes, they will be available and are already anticipating this.
Does the University of Idaho have an existing course/program style guide and templates for instructional design, or will the vendor need to create these?	General purpose Canvas templates are available for University faculty to use, but the vendor will need to augment/customize a template for the program.
Will SMEs provide pre-developed content, or is the vendor expected to develop full course outlines?	Content experts are creating materials from PowerPoint, written lecture material, audio and visual recordings, and PDFs. They will also be creating quiz/test items, and other assessments.
Does the University only require SCORM compliant courses, or may also need other specific integration formats beyond Canvas?	SCORM and other integration formats may be used to import material into Canvas.
Will each course follow a standard 12-14 week format, or will there be variations in structure?	This semester is 15-week terms in a finals week, totaling a 16-week semester.
Will students take the courses synchronously, asynchronously, or in a hybrid format?	The DAS program is hybrid but the courses we are requesting a company to build would be the online asynchronous portion. The MS Gerontology program is entirely online and asynchronous
Is the source material and course content fully finalized for all six courses? Will faculty provide existing materials, or will the vendor need to develop content from scratch?	Courses for the DAS are nearing completion (approx. 75% complete) and we have contracts for the gerontology program that will be completed in early May of 2025. The vendor will not need to develop content.
Will the course content be generated “from scratch?” In other words, will the online courses in the DAS and Gerontology programs be entirely new to the University, or are they currently being taught live on campus?	These are entirely new degree programs. The faculty for the DAS have taught similar content to medical students for several years, but the DAS is channeling this content to a new program for a different type of learner. The Gerontology program is new and will have its first cohort in Fall of 2025.

<p>What type of video content is required, including length of time (what is "short video")? Is onsite filming needed?</p>	<p>A vendor will not have to travel on site for recording but we may want to supply recordings to the vendor for building into the course. The content will be based on material by the content experts and will likely include recorded interview or a lectures.</p>
<p>Are existing course materials or curricula available to leverage, or will these be developed entirely from scratch? If existing materials exist, in what formats are they currently available (documents, videos, lectures)?</p> <p>What level of SME collaboration does the university expect: limited initial input, regular check-ins, or a more extensive co-design approach?</p>	<p>These are entirely new degree programs. The faculty for the DAS have taught similar content to medical students for several years, but the DAS is channeling this content to a new program for a different type of learner. The Gerontology program is new and will have its first cohort in Fall of 2025.</p> <p>We do expect a vendor to interface with the SMEs to clarify accuracy or content as the courses are being built.</p>
<p>What is the expected content of the videos?</p>	<p>The content will be based on material by the content experts and will likely include recorded interview or a lectures.</p>
<p>Are you able to provide an exact "go-live" date for these materials?</p>	<p>Fall semester of 2025 (8/25/25).</p>
<p>Is there any existing content or template for these 6 courses on the Canvas LMS?</p>	<p>No – still being developed by content experts.</p>
<p>Are there any specific learning assessment strategies or methodologies that should be incorporated (e.g., competency-based learning, formative vs. summative assessments)?</p>	<p>Courses for the DAS are nearing completion (approx. 75% complete) and we have contracts for the gerontology program that will be completed in early May of 2025.</p>
<p>Will the university provide any existing course materials, content outlines, or other resources to aid in the development process?</p>	<p>All of the content for the courses will be provided by the subject matter experts.</p>
<p>Can you provide more details or examples of the "interactive content experiences" and "simulation scenarios" that are desired?</p>	<p>Examples: drag-and-drop activities, quizzes with instant feedback, and clickable case studies where learners explore outcomes based on their choices. For example, students might review a virtual patient chart and select diagnostic steps with guided responses. Simulation scenarios go further by mimicking real-world environments through branching decision paths. These tools build engagement while fostering critical thinking and applied problem-solving skills.</p>
<p>What file formats and delivery methods are required for the final course materials?</p>	<p>Courses will be accessed by students in Canvas LMS. Files should be compatible with Canvas</p>

<p>Are there any specific software or tools that the University of Idaho prefers or requires for content creation?</p>	<p>Courses will be accessed by students in Canvas LMS.</p>
<p>What are the expectations for technical documentation and support materials to be provided along with the final courses?</p>	<ul style="list-style-type: none"> <li>• Course Overview Documentation (design description, structure)</li> <li>• Technical Specifications (compatibility, media, and file formats, Software requirements and dependencies, accessibility standards)</li> <li>• Content Map or Outline</li> <li>• Media Asset Documentation (list of media, file names and formats, attribution and licensing details)</li> <li>• User Instructions and Guides (instructor and student guide, troubleshooting instructions, maintenance)</li> <li>• Support and Maintenance Plan (points of contact, documentation for editing and modifying content, recommended review and revision schedule)</li> </ul>
<p>Does each course have a faculty/staff member designated as the subject matter expert (SME) to provide source content and review the vendor's work products? Will that individual have sign-off authority to approve completed work, or will that role be someone else?</p>	<p>Yes. For the MS in Gerontology, content experts have already been identified and contracted. For the DAS program, content experts are in House University of Idaho faculty members. They will have sign off authority only for the accuracy of content. The completion of the course (i.e., designated as complete and ready to go live) will be certified by the Associate Program Director or Department Chair in the School of Health and Medical Professions (SHAMP).</p>
<p>If not, has university faculty prepared and agreed upon the objectives, requirements, and materials for the new course(s)?</p>	<p>N/A</p>
<p>Does the University of Idaho accept ISO 27001 certification rather than NIST 800-171 framework as sufficient evidence of compliance with its information security requirements?</p>	<p>Generally, U of I must assess the risk of every vendor which will access, store, or process our data or access our IT assets (systems). What will be accepted for completion of that assessment is commensurate with the risk of the data involved. There is some flexibility. The vendor assessment takes it into account if the vendor has an ISO 27001 certification and would also make recommendations for how U of I would implement a vendor so that it is consistent with our policies and standards.</p>
<p>Are there specific cybersecurity assessments, cyber security insurance coverage with any limit or audits that the University mandates for bidders?</p>	<p>Yes, U of I must assess the risk of every vendor which will access, store, or process our data or access our IT assets. The Office of Information Technology Security would work with an apparent successful vendor in collecting and evaluating all of the paperwork.</p>



## Faculty & SME Collaboration

Question	Answer
What will be faculty & SME availability throughout the design and development phase?	Accessible via phone, zoom, or email as needed.
Do you anticipate including any learner assignments in the courses that will need to be reviewed by instructor(s)?	Yes.
Would the vendor be responsible for writing/creating case studies or would these be provided by the SMEs?	SMEs.
Does the University have a campus studio we can use to capture faculty videos?	There is a studio in the University Center for Teaching and Learning (CETL)
Does the vendor need to provide a complete team to film faculty videos, or will vendors be able to leverage campus staff and equipment?	No, there are video studios on campus that may be used.
Can faculty videos be captured via a video platform (like Zoom) or will you require in person filming?	There are video studios on campus that may be used. No in-person filming will be required.
How many hours per week do faculty and SMEs have to dedicate to the project? What roles will they assume on the project?	The faculty in our medical education program are already creating the materials for the DAS courses. The classes for the gerontology program have been contracted outside the University to experts at other institutions. They will interface with the Vendor to ensure class content accuracy and fidelity.
Is the University open to being onboarded to our systems for ease of collaboration (i.e. Google Suite)?	Not if there is additional cost. UI uses SharePoint and Microsoft platforms.
Will collaboration with the faculty/SMEs require face-to-face workshops? Or will workshops be held virtually or even asynchronously?	In person is not needed. The faculty and SME will be accessible via phone, zoom, or email as needed.
Does the University have internal accessibility review processes, or is the vendor responsible for ensuring compliance?	Vendor responsibility.

At any point of time, does the vendor need to source subject matter experts (SMEs), or faculty and SMEs from the University of Idaho will be enough?	The University has enough and has already contracted the work for the content.
Will faculty and SMEs be available for regular review cycles? We typically recommend 1-2 hours per week for meetings and 2-3 additional hours during review weeks—would this level of engagement be feasible?	Yes, the faculty and SME will be accessible via phone, zoom, or email as needed.
Will course faculty be available to record videos and lectures, or should the vendor provide alternative solutions (e.g., professional narration, animations)?	Some may be available, but we would welcome an opportunity to utilize professional narration and/or animations
Will faculty and/or SMEs record lectures (or presentations) via Zoom (or using a similar app)? Or will recording take place in a studio on campus?	Faculty may use on-campus studios for recording videos. They may also use Zoom to record.
Is it to be a recording of the faculty member or the subject matter expert?	Faculty.
If it is to be completed by the faculty member or the subject matter expert, how will that filming be completed?	Faculty may use on-campus studios for recording videos. They may also use Zoom to record.
Are faculty engaged to work over the summer break in order to meet the fall 2025 deadline?	Yes.
What level of faculty/SME involvement is expected during the design and development process?	They will interface with the Vendor to ensure class content accuracy and fidelity. They will have sign off authority only for the accuracy of content. The completion of the course (i.e., designated as complete and ready to go live) will be certified by the Associate Program Director or Department Chair in the School of Health and Medical Professions (SHAMP).
What is the process for reviewing and approving deliverables at each stage of the project?	We would expect interface with the content experts to ensure fidelity of the materials. We do not have a set frequency of check ins.
How many reviews will your team want across the workflow for each component?	Content expert and program director.
What is your typical turnaround time for each of those reviews?	Less than one week.
Does the University require any on-site presence for meetings, training, or project execution?	No.

## Video & Multimedia Production

Question	Answer
Will on-site filming also be required as base material for the simulation scenarios and case studies, etc. or do you have existing material to work from?	A vendor will not be required to come to site for filming. However, videos may be supplied by the content expert or program director and we anticipate that the vendor will incorporate videos into the build.
On page 7, section 3-1, the RFP indicates that each course will include "at least 10 short videos." Can the university provide details on the location settings of the recorded videos?	A vendor will not be required to come to site for filming. However, videos may be supplied by the content expert or program director and we anticipate that the vendor will incorporate videos into the build.
What is the assumed length of a "short" video?	20 minutes or less.
Does the University of Idaho have on-campus filming capabilities/facilities?	There is a studio in the University Center for Teaching and Learning (CETL)
Does the University have preferences regarding animation styles (2D/3D) or voiceover requirements for the videos?	No preference.
Can you clarify the scope of simulation activities required for experiential learning? Do these need to be AI-driven, role-based, or video-based?	For example, a nursing student might use a virtual simulation to assess a patient's symptoms, make clinical decisions, and receive immediate feedback on outcomes. In psychology or counseling courses, learners could engage in simulated client interviews, selecting therapeutic responses and seeing how the "client" reacts. Public health students might work through a virtual outbreak investigation, collecting data, identifying trends, and implementing interventions in a dynamic scenario. These activities build practical skills in a low-risk, repeatable environment. We would expect that content is coming from content experts but we need the expertise to build these interactive simulation activities in the online format
Should videos be hosted within Canvas or a third-party system (e.g., Kaltura, Panopto)?	Videos can be hosted in Panopto.
You want the vendor to ensure multimedia components are compatible with various devices and screen sizes. Can you specify some of these as well as the browsers?	We would want to design for common mobile and non-mobile devices and displays supporting the most used browsers meeting WCAG 2.1 AA compliance.

<p>What is the intention of the 10 videos and 10 custom graphics in each course? Are they meant for lecture enhancement, demonstrations, storytelling, or another specific purpose?</p>	<p>The intent is to have a multi-media approach to maintain student engagement and for enhancing the lecture and for demonstration purposes</p>
<p>What are your specific goals for the videos?</p>	<p>The intent is to have a multi-media approach to maintain student engagement and for enhancing the lecture and for demonstration purposes</p>
<p>Can you provide a sample video that represents your desired video type?</p>	<p>N/A</p>
<p>Can you clarify the expected duration and style of the ten short videos per course? For example, will the videos be animations, live-action, screen captures, other?</p>	<p>Video material will come from content experts and may include ideas for animation, interviews, lectures. These will typically be short to maintain engagement with students, perhaps 20 minutes or less. We do have some recording capabilities on campus already and would not need a vendor to come to campus</p>
<p>Will the vendor be expected to travel to campus to do the filming?</p>	<p>No.</p>
<p>Would it be acceptable if the videos were generated using an AI platform?</p>	<p>Yes, if quality was maintained.</p>
<p>For the videos, what are the expected lengths and styles (e.g., lecture capture, animated explainer videos, interviews)?</p>	<p>Video material will come from content experts and may include ideas for animation, interviews, lectures. These will typically be short to maintain engagement with students, perhaps 20 minutes or less. We do have some recording capabilities on campus already and would not need a vendor to come to campus</p>
<p>What level of complexity is anticipated for the "custom graphics"? Can you provide examples of the types of graphics needed?</p>	<p>At this time, the committee has not provided specific examples or defined the anticipated level of complexity for the custom graphics. However, vendors should assume a range of needs—from basic instructional visuals and icons to potentially more detailed, content-specific diagrams or illustrations—depending on the course subject matter. We encourage vendors to include a description of their capabilities and typical graphic design offerings in their proposals, along with sample work that demonstrates flexibility across different complexity levels.</p>

## Interactive & Simulation Elements

Question	Answer
On page 7, section 3-7, the RFP indicates that each course will include “simulation scenarios.” Could you provide examples or expand on components of simulation scenarios?	In an online anatomy class, students could complete a virtual dissection simulation, identifying structures layer by layer and receiving immediate feedback on anatomical relationships and functions. In a gerontology course, students might navigate a simulation where they assess an older adult's risk for dementia by reviewing cognitive screening results, social history, and lifestyle factors to develop a prevention-focused care plan.
Can you provide an example of a simulation?	E.g., In an online anatomy class, students could complete a virtual dissection simulation, identifying structures layer by layer and receiving immediate feedback on anatomical relationships and functions.
How many interactive experiences are required per course?	To be determined.
For simulation scenarios, what is the preferred level of fidelity?	High fidelity is not required for the Gerontology program but is important for the DAS.
Describe in greater detail your expectations for a “simulation scenario”. Do you expect it to be a fully interactive element, or may it take a case-study approach?	Students could participate in a <b>simulation scenario focused on assessing functional decline in an older adult</b> . The simulation introduces a virtual 78-year-old patient who reports recent falls and memory lapses. Students interactively review the patient's medical history, medications, and home environment, then choose appropriate assessments.
Do you have a particular tool or license in mind when you reference “Simulation scenarios where applicable to enhance experiential learning”?	N/A
How complex should the simulation scenarios be, and do you have examples of past effective simulations?	These will come from the content experts anyway so the degree of complexity will not be determined by the vendor.

## Technical & LMS Requirements

Question	Answer
The RFP mentions SCORM compliance and compatibility – may development tools such as Articulate Storyline and Rise be used for development?	We must be able to edit and modify materials after the fact in case content needs to be modified on 1-5 years post-development. As such, development tools are acceptable as long as this does not incur additional licensing costs for the department.
Does the University of Idaho have specific accessibility requirements that must be met, such as WCAG level A, AA, or AAA?	WCAG 2.1 – AA.
Are course templates already set inside the Canvas environment of the university or does the vendor need to set the templates?	General purpose Canvas templates are available for University faculty to use, but the vendor will need to augment/customize a template for the program.
Will the vendor be responsible for configuring additional Canvas features such as grade book settings, discussion forums, or integrations?	Yes.
Can you confirm all technical specifications for integration with Canvas, including SCORM compliance?	Individual courses cannot exceed 4GB storage maximum. SCORM and other integration formats may be used to import material into Canvas. Docx and pptx file types are preferred over PDF.
What type, if any, metadata tagging is involved?	There are not University requirements for metadata.
Are we creating the build directly on Canvas?	Yes.
We're familiar with Canvas, but are there any specific plugins, LTI integrations, or functionalities that are critical for these courses?	None.
What specific accessibility standards (ADA, Section 508, UDL) are most critical for this project?	WCAG 2.1 - AA
What are the University of Idaho's specific Canvas LMS requirements or preferences that vendors should be aware of?	Individual courses cannot exceed 4GB storage maximum. SCORM and other integration formats may be used to import material into Canvas. Docx and pptx file types are preferred over PDF.

## Pricing, Compensation & Legal Considerations

Question	Answer
Pricing & Compensation on p.8 based on fixed pricing / rate structures (linked to 2--2 E on p.6), will the University provide a schedule to fill in, or can we recommend our own structures?	Proposers may recommend their own pricing structures.
Is there a final prototype? If not, should COMPANY provide pricing for creating a prototype out of the first deliverable of each component?	The assumption is that the vendor will be able to work with the University's SMEs to illustrate their concept of design elements.
Does University require bidders to hold any specific MBE, WBE, or other diversity certifications to qualify for diversity benefits?	Bidders are not required to hold any specific diversity certifications. Business classifications are used for tracking only and not a basis of award.
Does the University have a supplier diversity program or any preferences for working with specific categories of businesses?	Business classifications are used for tracking only and not a basis of award.
If COMPANY has no direct employees in Idaho, is it exempt from obtaining workers' compensation insurance for the state?	The vendor should verify Workers Compensation requirements through its insurance agent or attorney.
If COMPANY already meets the insurance requirements, does the University still mandate an additional waiver of subrogation?	Yes. UI Risk advises this is standard practice. Open to questions and/or discussion.