

**CONSENT
FEBRUARY 19, 2015**

TAB	DESCRIPTION	ACTION
1	IRSA - PROGRAMS AND CHANGES APPROVED BY EXECUTIVE DIRECTOR - QUARTERLY REPORT	Information Item
2	IRSA - UNIVERSITY OF UTAH - ANNUAL REPORT	Information Item
3	IRSA - EPSCoR IDAHO COMMITTEE APPOINTMENT	Motion to Approve
4	PPGA - STATE REHABILITATION COUNCIL APPOINTMENT	Motion to Approve
5	PPGA - INDIAN EDUCATION COMMITTEE APPOINTMENT	Motion to Approve
6	PPGA - DATA MANAGEMENT COUNCIL APPOINTMENT	Motion to Approve
7	PPGA - ALCOHOL PERMITS - PRESIDENT APPROVED REPORT	Information Item
8	SDE - HOMEDALE SCHOOL DISTRICT TRUSTEE ZONE BOUNDARY CORRECTION	Motion to Approve
9	SDE - PROFESSIONAL STANDARDS COMMISSION APPOINTMENT	Motion to Approve

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BOARD ACTION

I move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Programs and Changes Approved by Executive Director - Quarterly Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.a., Postsecondary Program Approval and Discontinuance

BACKGROUND/DISCUSSION

On August 13, 2014, the Board was presented with a full report on Program Prioritization to include a summary of programmatic changes institutions propose to implement as a result of this process.

Board staff developed a streamlined program approval process that aligns with Board Policy III.G for processing the changes *en masse*. The process was divided into three parts and required institutions to submit batch notices for minor program changes, creation and discontinuation of new academic program components, and name changes. A batch request was required for the discontinuation of academic and professional-technical programs, centers, institutes, etc.; the creation, consolidation, and bifurcation of undergraduate programs; and the creation of new undergraduate certificates.

Board staff maintained the existing proposal process for any new academic/PTE program; the creation, consolidation, and bifurcation of graduate programs; new graduate certificates; program expansion to off-campus sites; creation of new academic centers, institutes; and the transition of existing programs to online delivery. Institutions were required to follow the standard proposal process for self-support or professional fee program requests consistent with Board Policy V.R.

In accordance with Board Policy III.G.3.b.i.(2) and 4.b, prior to implementation the Executive Director may approve any new, modification, and/or discontinuation of academic or professional-technical programs, with a financial impact of less than \$250,000 per fiscal year. Each institution has indicated that their respective program changes provided in Attachment 1 fall within the threshold for approval by the Executive Director.

Consistent with Board Policy III.G.8.a., the Board office is providing a quarterly report of program changes from Idaho's public institutions that were approved between July 2014 and January 2015 by the Executive Director.

ATTACHMENTS

Attachment 1 – List of Programs and Changes Approved by the Executive Director
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BOARD ACTION

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Program Prioritization Changes

Approved by Executive Director
November 2014 and January 2015

Institution	Batch Request and Approval
BSU	Discontinue Bachelor of Music in Music/Business
BSU	Discontinue Graduate Certificate in Gerontological Studies
BSU	Discontinue MS in Physical Education Pedagogy
BSU	Change existing BA in Anthropology to a BS in Anthropology
BSU	New undergraduate certificates: <ul style="list-style-type: none"> • Certificate in Leadership and Human Relations • Elementary Arabic Certificate • Intermediate Arabic Certificate • Elementary American Sign Language Certificate • Intermediate American Sign Language Certificate • Elementary Basque Certificate • Intermediate Basque Certificate • Elementary Mandarin Chinese Certificate • Intermediate Mandarin Chinese Certificate • Elementary French Certificate • Intermediate French Certificate • Elementary German Certificate • Intermediate German Certificate • Elementary Japanese Certificate • Intermediate Japanese Certificate • Elementary Korean Certificate • Intermediate Korean Certificate • Elementary Latin Certificate • Intermediate Latin Certificate • Elementary Spanish Certificate • Intermediate Spanish Certificate
BSU	Discontinue centers and institutes: <ul style="list-style-type: none"> • Environmental Science and Policy Research Institute • Center for Environmental Sensing • Geospatial Research Facility • Musculoskeletal Research Institute • Permian Research Institute • International Center for Bayesian Methods (will sunset in Fall 2020)
ISU	Discontinue Bachelor of University Studies
ISU	Discontinue BA in French and BA in German
ISU	Discontinue BS in Theatre
ISU	Consolidate BA in Mass Communication, BA in Communication and Rhetorical Studies, and the BS in Communication and Rhetorical Studies into a BA in Communication
ISU	New undergraduate certificate in Basic Language Proficiency in Spanish, French, German, and Japanese
ISU	New undergraduate certificate in Advanced Language Proficiency in Spanish, French, German, and Japanese
ISU	New undergraduate certificate in Organizational Leadership

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Institution	Batch Notice to OSBE (Does not require approval but notification to OSBE per policy III.G. & Streamlined Process)
BSU	Discontinue Minors in Civil Engineering and Leadership
BSU	Discontinue the following options from the BA in Theatre Arts <ul style="list-style-type: none"> • Dance option • Design option • Directing option • Dramatic writing option • Performance option • Stage management option
BSU	Discontinue Emphases in Environmental Health and Evaluation and Research from the Master of Health Sciences
BSU	Discontinue General Studies emphasis from Radiological Sciences
BSU	Create Minors in Cybersecurity and in Supply Chain Management
BSU	Create emphases in the following: <ul style="list-style-type: none"> • Astrophysics in BS Physics • Statistics in BS Applied Mathematics • Secondary Education in BS Computer Science • Secondary Education in BS Mechanical and Biomedical Engineering
BSU	Move BA and BS in Interdisciplinary Studies from the College of Arts and Science to the Honors College
BSU	Change CIP code for Radiologic Science from 51.0907 to 51.0911
BSU	Change the name of the STEM Institute to the Institute for STEM and Diversity Initiatives
ISU	Move the School Psychology program into Department of School Psychology and Educational Leadership
ISU	Move Literacy program and Special Education program into Department of Teaching and Educational Studies
ISU	Move PhD in Instructional Design program and M.Ed Instructional Technology program to the Department of Organizational Learning and Performance
ISU	Discontinue Emphases in Advertising, Media Studies, Public Relations, and Television
ISU	Move the A.S. and B.S., Fire Services Administration programs and the A.S. and B.S. Emergency Management programs from the College of Technology to the Kasiska School of Health Professions
ISU	Change the name of the Minor in Women Studies to Minor in Gender & Sexuality Studies
ISU	Create new emphasis in Community College Leadership, Ed.D. in Educational Leadership
ISU	Create new K-12 Endorsement in Mathematics Coaching, M.Ed. Elementary Education and Secondary Education programs
ISU	Create new emphasis in English as a New Language (K-12) to BA and BS in Elementary Education
ISU	Discontinue Family Studies emphasis/option in the Master of Education with Child and Family Studies emphasis
ISU	Creation of three new Minors within the Organizational Leadership and Performance Program <ul style="list-style-type: none"> • Minor in Workplace Training and Leadership • Minor in Organizational Leadership • Minor in Human Resource Development
ISU	Discontinue Nursing Leadership option in the MS in Nursing

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Institution	Batch Notice to OSBE (Does not require approval but notification to OSBE per policy III.G. & Streamlined Process)
ISU	Discontinue the Adult Clinical Nurse Specialist option in the DNP program
ISU	Discontinue the Clinical Nurse Leadership option in the MS in Nursing
ISU	Name changes to the following emphases and minors: <ul style="list-style-type: none"> • Emphasis in Organizational Communication to Corporate Communication • Emphasis in Rhetorical Studies to Rhetoric • Emphasis in Journalism to Multiplatform Journalism • Minor in Organizational Communication to Public Relations/Advertising • Minor in Rhetorical Studies to Rhetoric • Minor in Mass Communication to Visual Communication • Minor in Leadership Studies to Leadership
ISU	Name changes to the following graduate programs: <ul style="list-style-type: none"> • Department of Educational Foundations to Department of Teaching and Educational Studies • Department of Educational Leadership and Instructional Design to Department of School Psychology and Educational Leadership • BS in Human Exceptionality to BS in Special Education • Master of Education in Human Exceptionality, Special Education option to Master of Education in Special Education • Master of Education in Human Exceptionality, School Psychological Examiner option to Master of Education in School Psychology • Master of Education with Child and Family Studies emphasis, option in Early Childhood Education and Intervention to Master of Education in Early Childhood Education
ISU	Change the name of the Advanced Manufacturing Technology program to Advanced Automation and Manufacturing Technology
ISU	Change the name of the minor in Women Studies to Minor in Gender & Sexuality Studies Change the name of the Department of Languages and Literatures to Department of Global Studies and Languages <ul style="list-style-type: none"> ○ Move the International Studies program to the new proposed Department of Global Studies and Languages
ISU	Change the name of the Department of Sociology, Social Work, and Criminal Justice to the Department of Sociology, Social Work, and Criminology. <ul style="list-style-type: none"> ○ Change the name of the A.A. in Criminal Justice to the A.A. in Criminology
ISU	Add an emphasis in Criminology to their existing B.A. in Sociology and an emphasis in Interdisciplinary Specialized Area in Criminal Justice to the Master of Public Administration and Master of Arts in Sociology

Academic Programs
Approved by Executive Director
July 2014 and January 2015

Institution	Program Changes
BSU	New Graduate Certificate, Non-Profit Management
BSU	New School of Allied Health to include Departments of Kinesiology, Community and Environmental Health, Respiratory Care, and Radiologic Sciences within the College of Health Sciences <ul style="list-style-type: none"> • Move School of Social Work from the College of Social Sciences and Public Affairs to the College of Health Sciences • Move the Department of Kinesiology from the College of Education to the College of Health Sciences

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Institution	Program Changes
BSU	College of Education – restructure of departments <ul style="list-style-type: none"> • Move functions of Department of Bilingual Education into the Department of Literacy • Rename Department of Literacy to the Department of Literacy, Language, and Culture • Discontinue the Department of Bilingual Education
BSU	New School of Public Service <ul style="list-style-type: none"> • Move Departments of Community & Regional Planning, Criminal Justice, Military Science, Political Science, and Public Policy & Administration from College of Social Sciences and Public Affairs to the School of Public Service • Move Departments of Anthropology, Communication, History, Psychology, and Sociology; Program in Environmental Studies; and BA in Multidisciplinary Studies from College of Social Sciences and Public Affairs to the School of Public Service • Discontinue College of Social Sciences and Public Affairs
BSU	Minor in Computational Science & Engineering
ISU	New Bachelor of Science in Electrical Engineering Technology – utilizing existing courses, laboratory resources and faculty of the College of Science and Engineering and the College of Technology
ISU	Remove the Special Education Double Major and change it to Special Education as an Elementary emphasis area

Institution	Other Program Changes (does not require approval but require notification to OSBE per policy III.G.)
BSU	Change name of BA in Multi-ethnic Studies to BS in Ethnic Studies
ISU	Change their existing M.S., B.S., and A.S., in Physics with an emphasis in Health Physics to an M.S., B.S., and A.S., in Health Physics
ISU	Addition of new concentrations in Health Science and Emergency Medical Services to their existing Bachelor of Science in Health Science <ul style="list-style-type: none"> • The Emergency Medical Services concentration will include four tracks: Leadership/Management, Clinical, Education, and Community Paramedic.
ISU	<ul style="list-style-type: none"> • Under the B.S. in Earth and Environmental Systems program <ul style="list-style-type: none"> ○ Change the name of the Biological Systems track to Environmental Systems track ○ Change the name of the Environmental Geochemistry track to Geospatial Systems track ○ Discontinue the existing track in Global Environmental Change • Under the B.A in Earth and Environmental Systems program <ul style="list-style-type: none"> ○ Change the name of the Environmental Policy and Management track to Environmental Systems track ○ Discontinue the existing track in Environmental Health
ISU	<ul style="list-style-type: none"> • Change the name of the Department of Health and Nutrition Sciences to Department of Community and Public Health <ul style="list-style-type: none"> ○ Move the existing Dietetics program from the proposed Department of Community and Public Health to become a free-standing program under the Kasiska School of Health Professions • Change the name of the existing BBA in Informatics to BBA in Business Informatics • Change the name of the existing BBA in Health Care Informatics to BBA in Health Informatics • Change the name of the B.S., Geomatics Technology program to Surveying and Geomatics Engineering Technology

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Institution	Other Program Changes (does not require approval but require notification to OSBE per policy III.G.)
ISU	Move the A.S. and B.S., Fire Services Administration programs and the A.S. and B.S. Emergency Management programs from the College of Technology to the Kasiska School of Health Professions
ISU	Move its existing Bachelor of Arts in Theatre, Film, and Video from the James E. Rogers Department of Communication, Media, and Persuasion to the Department of Theatre & Dance within the School of Performing Arts
ISU	Merge the Department of Communication and Rhetorical Studies with the James E. Rogers Department of Communication, Media, and Persuasion

Professional - Technical Education Programs
Approved by Executive Director

Program Activity	Institution
Discontinue Legal Administrative Support program	CWI
New Law Enforcement Program – Idaho Peace Officer Standards and Training Council (POST) Certificate	CWI
New Intermediate Technical Certificate under the Microsoft Computer Networking Technologies, Computer Networking Technologies Program	EITC
New Intermediate Technical Certificate under the Web Development Technologies Program	EITC
New Advanced Technical Certificate under the Web Development Technologies Program	EITC
New Medical Coding, Intermediate Technical Certificate under the Health Information Technology Program	ISU
New Aviation Maintenance Program - AAS and ATC	NIC

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SUBJECT

University of Utah Annual - Report

BACKGROUND/DISCUSSION

The state contracts with the University of Utah School of Medicine for eight (8) seats per year for a total of thirty-two (32) seats. Idaho students spend all four years at the University of Utah in Salt Lake City. These Idaho-sponsored students are required to spend seven week in Idaho in their third year doing a four week family medicine rotation and a three (3) week internal medicine rotation. The University of Utah School of Medicine reports annual to the Board regarding the curriculum requirements and admission numbers of Idaho students.

ATTACHMENTS

Attachment 1 – University of Utah – Annual Report

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University of Utah, School of Medicine

Idaho State Board of Education Annual Report

2014

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Mission Statement

The University of Utah School of Medicine serves the people of Utah and beyond by continually improving individual and community health and quality of life. This is achieved through excellence in patient care, education, and research. Each is vital to our mission and each makes the others stronger.

Overview of the Four Year Curriculum



Year 1

[Phase1: Foundations of Medicine](#)

This 17-week phase includes the medical science, medical arts and clinical skills that students will require before beginning in clinics and Phase 2 units. Each week of Phase 1 will have a predominant theme. Anatomy (embryonic, microscopic and gross, including cadaver dissection), physiology, pharmacology, data analysis, metabolism and nutrition will be taught in relation to the weekly themes. The medical science components of the curriculum will heavily depend upon an integrated textbook: Human Anatomy & Physiology, 8th edition by Marieb and Hoehn. Students will be expected to thoroughly understand the content of this textbook, as well as others used in the phase, at the completion of Phase 1. Students will develop patient interview and physical examination skills over the course of Phase 1 to prepare them for their Longitudinal Clinical Experience which begins in Phase 2. Students will engage in professional development through self-exploration and self-assessment activities across Phase 1 as they examine the different psycho-social and technical dimensions of patient care.

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Phase 2: (2.1) Molecules, Cells and Cancer

This 9-week unit, beginning in early January, integrates molecular and cell biology with genetics, hematology, cancer biology and basic oncology. It includes a strong component of translational research as we explore how we know what we know about the molecular basis of cancer and other genetic diseases. Students begin their longitudinal clinical experience at the start of this unit. The clinical skills taught include breast, pelvic and male genital exams.

Phase 2: (2.2) Host and Defense

This 9-week unit begins in March and introduces infectious disease, the biology of the immune system, the body's response to pathogens, and antimicrobial therapy. Instruction centers on common clinical presentations, beginning with fever and then moving through major body systems while addressing increasingly complicated diseases, from sore throat to AIDS.

Clinical Experience

Students begin their Longitudinal Clinical Experience (two half days per month in a primary care clinic) during Phase 2 of Year 1.

Year 2

Phase 2: (2.3) Brain and Behavior

This 9-week unit begins in August of the second calendar year. The unit integrates basic neuroanatomy and neurophysiology with the clinical disciplines of neurology, psychiatry, pathology and pharmacology. The unit provides the students with the conceptual framework necessary to recognize common neurological and mental health issues.

Phase 2: (2.4) Circulation, Respiration and Regulation

This is a 12-week unit that runs from mid-October to mid-December. The unit is designed to help students develop the clinical medicine skills and medical science knowledge to be able to propose rational differential diagnoses and diagnostic and treatment strategies for clinical problems affecting the hematologic, circulatory, respiratory, and renal organ systems.

Phase 2: (2.5) Metabolism and Reproduction

This 9-week unit runs from early January to late March. It begins with the pathophysiology of the gastrointestinal tract and the digestion/absorption of nutrients. The basic metabolism covered in phase 1 is reviewed and built upon as we focus on the liver. Obesity, metabolic syndrome and insulin resistance lead into endocrinology. From the sex hormones, we transition to reproduction. Clinical reasoning skills, with a particular focus on causes and treatment of abdominal pain, will be emphasized throughout the unit.

Phase 2: (2.6) Skin, Muscle, Bone and Joint

Upon completion of this 8-week unit, students will be able to name, recognize and describe common dermatologic and musculoskeletal diseases, including the basic science foundations of each condition. In addition, they will describe diseases' clinical presentation and pathophysiology and define terms used on physical, microscopic and radiologic examinations. Students will be able to gather essential information from clinic patients presenting with dermatologic and musculoskeletal complaints and produce accurate, clear and organized documentation of patient encounters in the form of SOAP notes and complete H&P's. This unit provides students with the knowledge and skills necessary to reason through case-based vignettes as seen in USMLE in order to prepare them for USMLE Step I and Phases III and IV.

Phase 2: (2.7) Life Cycle

This 2 week unit teaches students to apply knowledge of the normal life cycle emphasizing on transitions within the life span according to its place in clinical medicine, medical science, and medical arts.

Clinical Experience

Students continue their Longitudinal Clinical Experience (two half days per month in a primary care clinic) and begin their Subspecialty Clinic Experience (one half day per month in a variety of subspecialty clinics) during Phase 2 of Year 2.

Year 3

In the third year, emphasis is on the integration of basic science knowledge with clinical, ethical, diagnostic, and problem solving skills. Clinical clerkships, during which students learn patient management as members of the health care team, include family practice, internal medicine, obstetrics and gynecology, pediatrics, psychiatry, and surgery. Students also take a Topics of Medicine course, which reviews a series of simulated patients with common medical problems seen in ambulatory medicine. The student is also required to complete a four-week clinical neurology clerkship between the end of the sophomore year and the end of the senior year. Each student must also satisfactorily complete an objective standardized clinical examination (OSCE) administered at the end of the 3rd year prior to being promoted to the 4th year.

Family Medicine Clinical Clerkship

Four weeks with a community based faculty family medicine preceptor. The majority of the time is spent with the preceptor in the hospital, office, nursing homes, and on house calls. Time is also spent learning about and experiencing other elements of the health care system in the community served by the preceptor.

Internal Medicine Clinical Clerkship

Twelve weeks divided into one six-week inpatient rotation taken in the first half of the year and a second six-week rotation in the second half of the year. The second rotation consists of 3 weeks of inpatient responsibilities and 3 weeks in an ambulatory clinic. Inpatient clerkships consist of case work and rounds on wards of the University of Utah Medical Center, LDS Hospital, or the VA Medical Center.

Neurology Clinical Clerkship

Four weeks divided into two weeks inpatient and two weeks outpatient experiences. The inpatient rotation at the University of Utah Medical Center, Primary Children's Medical Center, or VA Medical Center consists of direct patient care, daily ward rounds, brain cutting sessions, procedures such as lumbar puncture, participation in clinical conferences, and attendance at specialty clinics. The outpatient experience occurs in the multiple sclerosis, muscle, and neurology outpatient clinics.

Obstetrics and Gynecology Clinical Clerkship

Six weeks of inpatient and outpatient experience at the University of Utah Medical Center and LDS Hospital. Time is also spent in lectures, seminars, and review of gynecological pathology.

Pediatrics Clinical Clerkship

Six weeks divided into two three-week blocks. Three weeks are spent on the inpatient wards at Primary Children's Medical Center (PCMC). The other three-week block includes one week on a pediatric subspecialty service and the other two weeks at the General Pediatric Clinic at the University of Utah Medical Center, and the newborn nursery at the University of Utah Medical Center.

Psychiatry Clinical Clerkship

Six weeks emphasizing inpatient care at the University of Utah Medical Center, VA Medical Center, Primary Children's Medical Center, and the University of Utah Neuropsychiatric Institute. Students attend civil commitment proceedings, electroconvulsive therapy, outpatient clinics, and consultation/liaison rounds. One day each week is devoted to a core lecture series and case conferences. Each student spends one week on the consultation/liaison service and one half day per week in the office of an outpatient therapist.

Surgery Clinical Clerkship

Eight weeks of ward work, operating room experience, lectures, case presentations, and rounds at the University Medical Center, LDS Hospital and VA Medical Center. Students spend six weeks on general surgery and two weeks in specialty areas.

Year 4

The fourth year track system at the University of Utah School of Medicine utilizes a learning community model to deliver medical education and career mentoring necessary to prepare fourth year medical students for their internship.

There are four tracks that students can select from— Acute Care, Applied Anatomy, Medical Sciences and Specialties, and Primary Care. There is a specific set of specialties designated to each track (e.g. the Primary Care track consists of students anticipating matching into Pediatrics, Internal Medicine, Family Medicine, etc.) Students select their track designation in the middle of their Phase III clerkships as they begin to plan their Phase IV courses. Specialty specific mentors are designated for each specialty within each track and are available to help with course scheduling and career mentoring. Students are allowed to change their track designation at any time.

All students graduating from the University of Utah School of Medicine must meet a core set of requirements for graduation as determined by the Curriculum Committee – such as completion of Phases I-III, a local Sub-Internship rotation during the fourth year, 32 weeks of total credits in the fourth year and a minimum number of ambulatory and clinical credits. Additionally all students must participate in two required courses in the fourth year – the Longitudinal Preparation for Internship (LPIC) course and the Transition to Internship Course (TIC). Each track has its own faculty **Track Director who is responsible for the content of the track's LPIC and TIC.**

The LPIC is a longitudinal 2 credit course that runs July through March and meets for one afternoon every other week. Students are excused from their clinical duties to attend the LPIC. The curriculum emphasizes career mentoring, preparation for the Match, and the delivery of curriculum thread content. Students participating in away rotations or residency interviews are excused from the LPIC for that afternoon. Shared portions of the curriculum are delivered to the entire class. Some portions are delivered to individual tracks and individual specialties in small group activities.

The TIC is a 4 credit course that runs Monday through Friday for four weeks in April after the students have matched. The course is intended to be a capstone course for their medical school career. The curriculum emphasizes clinical reasoning skills, psychomotor task training, team communication, and the delivery of curriculum thread content needed for the student to be successful in their matched internship. Hands-on task trainers, high fidelity simulation models, inter-professional education, role playing, small group discussions and formal didactic lectures are used to deliver content. Similar to the LPIC, shared portions of the curriculum are delivered to the entire class and some portions are delivered to individual tracks and individual specialties.

Threads

The medical arts curriculum is focused on the integration of 10 threads into the core curriculum. The threads are: interprofessional education, nutrition, women's and gender health, geriatrics, health care systems, public and global health, medical ethics and humanities, translational research, biomedical informatics, and cultural diversity.

Idaho Student Affairs Update

Introduction

Program Leadership

Dr. Benjamin Chan is a Board Certified physician in General Psychiatry and Child & Adolescent Psychiatry. He attended medical school at the University of Utah School of Medicine until 2004, residency at George Washington University in Washington DC and Fellowship at University of Maryland in Baltimore, MD. He moved back to Utah in 2010 and joined the faculty in the Department of Psychiatry. He works as an inpatient hospitalist at the University Neuropsychiatric Institute (UNI) treating children and adolescents with a wide variety of acute psychiatric conditions. He was appointed Assistant Dean of Admissions in March of 2012 and Assistant Dean of Idaho Student Affairs in July 2014.

Dr. Ilana Shumsky is a Board Certified Internal Medicine physician. She earned her M.D. degree from UCLA and completed her Internal Medicine Residency at the University of Utah. She was a member of the University of Utah faculty as Clerkship Director for Internal Medicine for three years before moving to Boise, Idaho. She currently is on staff at the Boise VAMC and has a clinical faculty appointment at the University of Washington. Additionally, she is the Director of Idaho Student Programs for the University of Utah. In this capacity, she coordinates the placement of Idaho students from the University of Utah medical school into clinical practices within the state of Idaho.

Admissions

Our goal is to select the most capable students to attend our school and to have a balanced, but heterogeneous group that will excel in both the art and science of medicine. We recognize that a diverse student body promotes an atmosphere of creativity, experimentation and discussion that

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is conducive to learning. Exposure to a variety of perspectives and experiences prepares students to care for patients in all walks of life and in every segment of society.

Considered individually, age, color, gender, sexual orientation, race, national origin, religion, status as a person with a disability, status as a veteran or disabled veteran are not determinants of diversity and are not identified as unique characteristics during the admissions process.

MCAT scores and grades are carefully scrutinized and are an important part of the application process. All grades received for college credit are included in the AMCAS GPA calculation. If a course is repeated, both grades received for that course are calculated into the GPA. Pass/Fail grades received for college credit are not included in the AMCAS GPA calculation.

As important as grades and test scores are, by themselves they do not predict who will be successful in medical school. The demands of medical education and life as a physician are not for everyone. We consider how the applicant balances outside activities and responsibilities with schoolwork to be an indicator of ability to deal with the rigors of life as a physician. The committee is interested in the applicant's motivation for attending medical school and his/her understanding of the medical profession. Commitment to community service, ethical behavior, compassion, leadership ability and communication skills are important characteristics of physicians. Applications and interviews assist us in evaluating these qualities. We expect applicants to be courteous, respectful and professional at all times.

We evaluate applications against minimum and average standards in 8 specific areas. Applicants must achieve at least the minimum level of performance in all 8 areas and be average or above in 5 out of the 8 areas in order to proceed in the admissions process. Successful applicants distinguish themselves with outstanding performance in one or more of these areas. The 8 areas are listed below.

Academic Requirements

Grade Point Average (GPA): The minimum acceptable GPA is 3.0. Applicants with a science, non-science or overall GPA below 3.0 will not be considered. All grades received for college credit are included in the AMCAS GPA calculation. If a course is repeated, both grades received for that course are calculated into the GPA.

To determine average criteria, the applicant's GPA is compared to the average GPA of students who have gone on to attend medical school from the institution granting the applicant's highest degree.

Medical College Admission Test (MCAT): All applicants are required to take the MCAT within 3 years of their application. Example: For applications for the class entering medical school in 2013, scores will be accepted from tests taken in 2012, 2011 and 2010. Tests taken after September will not be considered for the current application year.

The minimum acceptable score for each section, (physical science, biological science and verbal reasoning) of the MCAT examination is 7. The average score for entering freshmen is 10 in each section. If the test is taken more than once within 3 years of application, the best score for each section will be considered.

Required Activities

Extracurricular: Extracurricular activities are defined as activities outside the usual duties of a full-time job and/or school. The committee is interested in how applicants deal with the demands of their lives outside of the classroom in activities such as work, athletics, family, church, clubs, hobbies, volunteering and other special interests. This is a strong indicator of how well an applicant will handle responsibilities and deal with stressful situations. It also predicts how well they will handle the difficult demands of medical school.

- The minimum requirement is some involvement in outside activities.
- The average applicant devotes 20 hours per week during each of the 4 years prior to entering medical school

Community/Volunteer Service: Community/Volunteer service is defined as involvement in a service activity without constraint or guarantee of reward or compensation. The medical profession is strongly oriented to service in the community. Applicants should demonstrate a commitment to the community by involving themselves in service and volunteer activities. Work performed in service learning courses and community service performed as part of employment does not satisfy this requirement.

- The minimum requirement is 36 hours.
- The average applicant devotes 48 hours during each of the 4 years prior to entering medical school.

Leadership: Leadership is defined as a position of responsibility for others, with a purpose to guide or direct others. Dedication, determination, ability to make decisions and a willingness to contribute to the welfare of others are indicators of one's ability to succeed in medicine. Individuals with these characteristics readily accept positions of leadership and are an asset to their community and profession. Leadership capacity can be demonstrated in a variety of ways. Positions in employment, church, community and school organizations including coaching, tutoring and mentoring will satisfy this requirement.

- The minimum leadership requirement is 1 leadership experience lasting 3 months during the 4 years prior to matriculation.
- The average applicant has 3 different leadership experiences each lasting 3 months during the 4 years prior to matriculation.

Research: Research is defined as involvement in a scholarly or scientific hypothesis investigation that is supervised by an individual with verifiable research credentials. Research may be in any discipline and performed at any site.

Research is the foundation of medical knowledge. We consider participation in research activities to be an important part of the preparation for medical school. Physicians depend on medical literature to remain current in their fields. Most physicians participate in research at some point in their careers. Research experience may be in any discipline and performed at any site. However, it must involve the testing of a hypothesis.

Research performed as part of a class is not acceptable, unless the course was in independent research and the applicant completed independent, hypothesis-based research under the supervision of the professor. Research completed for a graduate thesis is acceptable. Applicants

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should be able to describe their project, the hypothesis investigated, and their role in the conduct of the research.

- The minimum requirement is 4 hours per week for 2 months or the equivalent of 32 hours.
- The average experience is 4 hours per week for 3 months or the equivalent of 48 hours.

Physician Shadowing: Physician shadowing is defined as the observation of a physician as s/he cares for and treats patients and carries out the other responsibilities of medical practice.

Applicants should spend enough time directly shadowing physicians to understand the challenges, demands and lifestyle of a medical doctor. Shadowing must be done with allopathic (M.D.) or osteopathic (D.O.) physicians in their practice in the United States. Time spent shadowing residents, physician assistants, podiatrists, veterinarians, nurses, EMT's, PhD's etc., will not be considered. It is our recommendation that applicants shadow several physicians in varied specialties.

- The minimum requirement is 8 hours shadowing a physician(s) through all the activities of an average day.
- The average applicant spends 24 hours with a physician(s).

Patient Exposure: Patient exposure is defined as direct interaction with patients and hands-on involvement in the care of conscious people in a health care related environment, attending to their health maintenance/progression or end of life needs. It is important that the applicant be comfortable working with and around people who are ill.

Direct patient exposure can be gained in a variety of ways. Patient contact must include patients other than family members and friends and does not include indirect patient care such as housekeeping (cleaning operating rooms or patient rooms) working at the hospital information desk, or working in a pharmacy.

- The minimum patient exposure requirement is 4 hours per week for a period of 2 months or the equivalent of 32 hours.
- The average applicant spends 4 hours per week in patient exposure for 3 months or the equivalent of 48 hours.

Note: Physician shadowing and caring for friends and family members cannot be used to meet this requirement.

Admissions Report

Academic Year	Idaho Med Stud Applicant Pool	Selected for Interviews	Accepted for Admission	Sponsored Students	Non- Sponsored Students
2013 - 2014	115	51	11	8	0
2012 - 2013	104	50	16	8	0
2011 - 2012	89	40	14	8	0
2010 - 2011	95	49	12	8	0
2009-2010	84	45	14	8	2
2008-009	108	64	12	8	1
2007-2008	116	61	13	8	0
2006-2007	93	43	9	8	1
2005-2006	112	57	13	8	0
2004-2005	86	47	11	8	1
2003-2004	84	33	14	8	4
2002-2003	99	53	17	8	0
2001-2002	88	50	13	8	4
2000-2001	96	50	13	8	1
1999-2000	88	42	9	6	0
1998-1999	87	52	13	6	0



Hometowns

Freshmen

Last Name	First Name	City at Time of Application	State at Time of Application	Birth City	Birth State
Archibald-Seiffer	Noah	Boise	ID	Boise	ID
Bodes	Sarah	Boise	ID	Modesto	CA
Downey	Carey	Pocatello	ID	Pocatello	ID
Foss	Wylie	Boise	ID	Denver	CO
Gamboa	Nicholas	Boise	ID	Twin Falls	ID
Smith	Elynn	Caldwell	ID	Bozeman	MT
Vranes	Marcus	Soda Springs	ID	Murray	UT
Wright	Alex	Orem	UT	Idaho Falls	ID

Rural Observational Experience

A four to eight week non-credit observational experience for students is offered between their first and second year of medical school. Students can shadow a rural doctor for up to 8 weeks. Students receive a stipend and travel expenses.

The following student completed the observational experience in **Coeur d'Alene**, from June 16- July 11, 2014:



I spent four weeks this summer working with a pediatrician at an outpatient general pediatric **clinic in Coeur D'Alene, Idaho. I worked full** time hours that mirrored those of the physician I was working with, so I got to experience the full range of pediatric primary care. Because it was spread over a longer period of time than most clinical experiences during 1st and 2nd year, I was able to sharpen my skills and target improvements in clinical technique based on continued feedback from my preceptor. In **certain cases there was a lot of "shadowing"** type activity, but I was also able to take histories and physicals of both newborns and adolescents. It was a low pressure environment that allowed me the freedom to ask questions and make mistakes in order to learn.

Most students in medical school have had brief shadowing experiences that consist of several days here and there. It was a great opportunity to see the daily rhythm of a private practice primary care facility because the time will come when I will have to consider the type of environment in which I would like to practice.

This was a valuable opportunity to gain skills in clinical medicine, gain knowledge about longitudinal care and to gain experience in both a specific field and practice type that may be a career interest. The program allowed me to choose any physician in any primary care specialty so it was easy to target any location in Idaho and any field of medicine.

George Josten

Idaho Rural Outreach Program (IROP)

Idaho has a notable demand for health care providers in its rural communities. The Idaho Rural Outreach Program (IROP) revolves around the concept of medical students inspiring the youth of rural Idaho to pursue a career in the medical field with the long-term goal being to alleviate the shortage of health care providers in Idaho. The goal is to have a significant impact on the youth in rural areas of Idaho that will motivate them towards a productive career in medicine. As 1st and 2nd year medical students we have a unique perspective with regards to the admissions process and what medical school is really like. Our experiences the last several years have been overwhelmingly positive. The educators we have worked with have expressed their gratitude and noted how beneficial the program has been to the students. They appreciate the opportunity it gave the students to gain exposure to a career in medicine and expressed how difficult it is to find such opportunities.

Since its creation in 2007, medical students taking part in IROP have traveled to high schools in various rural areas of Idaho including: Malad, Marsh Valley, Soda Springs, Bear Lake, Burley, Preston, the Boise area, Twin Falls, McCall and the surrounding area, Idaho Falls and Rexburg.

This past year, three 2nd year and two 1st year medical students visited Shelley, Firth and Snake River High Schools over a two day period. In all, they visited 11 classes. They presented a PowerPoint that discussed the different career options in the health profession: medical assistant, pharmacist, dentist, doctor, nurse practitioner, physician assistant, etc. They then split the classes up into small groups and taught students about the heart, using plastic models and cow hearts as teaching aides. They also had kidneys, a liver and spleen which they incorporated into the teaching.

Clinical Medical Education in Idaho

During an Idaho medical student's third year, two of the required rotations, the Family Medicine Clinical Clerkship and the Internal Medicine Clinical Clerkship, are completed in Idaho. While the Family Medicine Clinical Clerkship is four weeks with a community based family medicine preceptor, the Internal Medicine Clinical Clerkship is twelve weeks divided into one six-week inpatient rotation taken in the first half of the year and a second six-week rotation in the second half of the year. It is during the second six-week rotation that the student travels to Idaho for three weeks to work in an ambulatory clinic.

Family Practice Clinical Clerkship

Brief Description of Clerkship

During the clerkship, all students develop competencies in patient care, systems-based practice, lifelong-learning, and professionalism. Students assess and manage acute, chronic, and preventive medical issues in the outpatient family medicine setting. Students also engage in reflective and interactive activities throughout the month, designed to develop awareness and hone skills for physician-patient relationships. These relationships are an essential and powerful tool for good care of patients.

The majority of time is spent in direct patient care, most of which occurs in the outpatient family medicine clinic. The patient care is under the direction of a board-certified family physician member of the clerkship faculty team. Settings are diverse and include inner city, rural, urban, and suburban. This range of choices, as well as the opportunity to conduct patient care in the community, where the majority of Americans seek care, makes the Family Medicine Clerkship unique. In addition to clinical work there is time dedicated to reading, completing projects and assignments, and attending educational sessions.

Clerkship Goals

As a result of completing the Family Medicine Clerkship:

1. Students will be able to integrate their clinical reasoning skills with their scientific background through broad-spectrum hands-on patient care in the primary care setting.
2. Students will be able to see patients collaboratively with their preceptor, managing the full spectrum of acute, chronic, and preventive care needs that are addressed in the primary care setting.
3. Students will be able to develop therapeutic relationships with patients, families and communities.
4. Students will be able to understand how the principles of Family Medicine can help create a more efficient and effective health care system.
5. Students will be able to be more prepared to serve their community, by taking an active learning role in patient care, navigation of complex health systems, lifelong learning, and professional commitment.

Timeline

The clerkship is four weeks in duration. Students will be expected to be active in clinical duties for the majority of the days, however there is built in dedicated study time for the shelf and the various assignments. Students will be working in the preceptor model, which means the student will work similar hours to the physician each day.

Preceptors/Site Requirements

The preceptor must be board certified in family medicine, and hold a University of Utah Volunteer Clinical Faculty appointment with the Department of Family and Preventative Medicine.

Formative Clinical Performance Assessment

All Phase III Clerkships employ a common formative feedback form that includes both a Student Self-Assessment and Faculty Evaluation of Student section (***Formative Clerkship Feedback Form***). This self-assessment and feedback is intended to be formative in nature and will not be used in the calculation of Preceptor Evaluation data for final grade determination.

Preceptor Evaluations

All Phase III Clerkships employ a common preceptor evaluation form that instructs evaluators to select performance based behaviors along multiple dimensions that best represent the student's **highest sustained performance during the preceptor's period of observation**.

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Family Medicine Volunteer Clinical Faculty in Idaho
11-14

Physician	Location	Phone
Thomas S. Call, DO	Bingham Memorial Hospital 98 Poplar MOB 1 st floor Blackfoot, ID 83221	208-782-3700
Julie Gunther, MD	St Luke's Family Medicine Park Center 701 East Parkcenter Blvd Boise, ID 83706	208-381-6500
Jason Ludwig, DO	Pioneer Family Medicine 13150 West Persimmon Lane Boise, ID 83713	208-938-3663
Michael Maier, MD	Saint Luke's Medical Center 3301 North Sawgrass Way Boise, ID 83704	208-376-9592
Waj E. Nasser, MD	St Luke's Capital City Family Medicine 1520 W State St Boise, ID 83702	208-947-7700
Phyllis You, MD	Boise Family Medicine Residency 777 North Raymond St Boise, ID 83704	208-514-2500
R. Bret Campbell, DO	1501 Hiland Ave. Suite A Burley, ID 83318	208-878-9432
Leanne L. LeBlanc, MD	610 North West 2nd Street Grangeville, ID 83530	208-983-5120
Richard F. Paris, MD	Hailey Medical Clinic 706 South Main Street Hailey, ID 83333	208-788-3434
Terrance A Riske, MD	Hayden Lake Family Physicians 8181 Cornerstone Drive Hayden Lake, ID 83835	208-772-0785
Barry F. Bennett, MD	South East Family Medicine 2775 Channing Way Idaho Falls, ID 83404	208-524-0133
David A. Hall, MD	St Luke's Payette Lakes Medical Clinic 211 Forest Street Box 1047 McCall, ID 83638	208-634-6443
Dan Ostermiller, MD	St Luke's Payette Lakes Medical Clinic 211 Forest Street, Box 1047 McCall, ID 83638	208-634-6443
William Crump, MD	St Lukes Family Health 3090 Gentry Way Ste 200 Meridian, ID 83642	208-887-6813
Andrew Holtz, DO	Praxis Medical Group 3080 East Gentry Way Ste 200 Meridian, ID 83642	208-884-3770
Peter Crane, MD	Bear Lake Family Care & OBGYN 465 Washington Street Montpelier, ID 83254	208-847-4495

Internal Medicine Clinical Clerkship

The third year internal medicine curriculum requires a three week ambulatory care rotation in internal medicine for all students. Since 2007, the contract requires this rotation to be done in Idaho. These rotations are scheduled for the second half of the third year so that students going have had at least six months of patient contact.

Internal Medicine Volunteer Clinical Faculty in Idaho 11-14

Physician	Office Address	Phone
Sky Blue	125 South Idaho, Suite 203 Boise, ID 83712	(208) 338-0148
Julie Foote	900 North Liberty, Suite 201 Boise, ID 83704	(208) 367-6740
Christopher Goulet	6259 W Emerald Boise, ID 83704	(208) 489-1900
Nicholas Hunt	5610 West Gage, Suite A Boise, ID 83706	(208) 367-3370
Ilana “Lonnie” Shumsky	VA Medical Center 500 West Fort Street Boise, ID 83702	(208) 422-1000
Emily Petersen	700 Ironwood, Suite 334 Coeur d’ Alene, ID 83814	(208) 666-9541
Alan Avondet	2001 S. Woodruff Avenue, Suite 15 Idaho Falls, ID 83404 -6372	(208) 522-7310
Scott Taylor	Medical Office Building 3200 Channing Way Idaho Falls, ID 83404	(208) 535-4300
James Gallafent	St. Luke’s Internal Medicine, Meridian Clinic 520 S. Eagle Road, Suite 3102 Meridian, ID 83642	(208) 796-5100
Michael Hedemark	St. Luke’s Internal Medicine, Meridian Clinic 520 S. Eagle Road, Suite 3102 Meridian, ID 83642	(208) 706-5100
Anne Poinier	St. Luke’s Internal Medicine, Meridian Clinic 520 S. Eagle Road, Suite 3102 Meridian, ID 83642	(208) 706-5100
Sherwin D’Souza	Diabetes & Internal Medicine Associates 2302 E Terry Street, Suite A Pocatello, ID 83204	(208) 235-5910
Steven Lofgran	37 South 2 nd East, Suite 301 Rexburg, ID 83440	(208) 356-0234
Dan Fairman	Wood River Internal Medicine 100 Hospital Drive, Suite 201 Ketchum, ID 83340	(208) 727-8888

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Brian Berk	St. Luke's Magic Valley Med Center 801 Pole Line Road W Twin Falls, ID 83301	(208) 814-1000
Matthew Dopp	2550 Addison Ave Twin Falls, ID 83301	(208) 814-7780



Financial Report 2013-2014

The Idaho State Board of Education subsidizes eight seats at the University of Utah so these students are able to pay in-state tuition. For academic year 2013-2014, Idaho students paid \$32,933.82, with student fees of \$952.10, for a total of \$31,981.72. Idaho students also paid a surcharge of \$1644, which was returned to Idaho (to the Idaho Rural Recruitment program). The State of Idaho paid \$40,100/per student.

A portion of the subsidy that the University of Utah receives from the ISBOE went towards:

Direct student support:

Administrator Travel	\$2592.92
Student Rotation Expenses*	
First-Year Job Shadowing Stipend	\$ 1700.00
Third/Fourth-Year Rotation Expenses	\$ 14,363.06
Idaho Rural Outreach Program	\$ 1,226.69
Idaho Medical Association U of U Student Rep Expenses	\$1,217.53
Boise Physician Support Salary	\$12,772.00
Administrative Support Salary	\$41,845.25
Total	\$75,717.45

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The remainder of the funds was used for educational advancement of Idaho Medical Students.

* **Covered expenses for rotations:**

First-Year Job Shadowing Stipend: \$1100/4 week block

Mileage: One round trip between SLC and rotation site (\$0.56/mile) and mileage if distance between housing and rotation sites is ≥ 15 miles (\$0.56/mile)

Housing: If renting apt/motel \leq \$600 or if staying with family or friends a nice dinner/gift basket as a thank you \leq \$75

Preceptor: nice dinner/gift basket as a thank you \leq \$75

(Physicians that mentor students in Idaho do so as volunteers. We have been impressed with the willingness of physicians to volunteer to teach medical students and have appreciated the time and effort that it takes for these physicians to give students an opportunity for an Idaho experience. These physicians are required to be credentialed as volunteer faculty at the University of Utah in order to teach in the 3rd year clerkship rotations.)

School of Medicine Graduate Report

Following is the medical student graduate report of Idaho sponsored and non-sponsored from the Office of Student Affairs:

Academic Year	Sponsored	Non-sponsored
2013-2014	8	1
2012 - 2013	8	2
2011 - 2012	8	4
2010 - 2011	9	3
2009-2010	6	4
2008-2009	7	1
2007-2008	8	0
2006-2007	8	1
2005-2006	8	4
2004-2005	8	0
2003-2004	8	4
2002-2003	9	1
2001-2002	5	0
2000-2001	6	0
1999-2000	6	7
1998-1999	6	2
1997-1998	6	1
1996-1997	6	3
1995-1996	6	3

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As of November 2014, the Alumni Office reported the following estimated numbers for graduates practicing medicine in Idaho:

Estimated Idaho Sponsored Students, 1953-2014:	267
Medical School Graduates practicing in Idaho	207
Resident Graduates practicing in Idaho	54
Total	261

Following is the resident graduate report from the Office of Graduate Medical Education of those who chose to practice medicine in Idaho:

Academic Year	Number of Graduates	Specialty
2013 - 2014	9 : 291	1 - Internal Med 1 - Dermatology 1 - Pathology 1 - Plastic Surgery 1 - Vascular Surgery 2 - Pain Med 1 - Nephrology 1 - Pediatric Gastroenterology
2012 - 2013	8 : 305	1 – Pediatrics 2 – Cardiology 1 – Pathology 1 – Internal Medicine 1 – Anesthesiology 1 - Hematology/Oncology 1 - PM&R
2011 - 2012	8 : 297	1 – Neurology 1 – Family Medicine 1 - Pediatrics 3 – Internal Medicine 1 – Emergency Medicine 1 - Dermatology
2010 – 2011	9 : 292	4 – Family Medicine 1 – Radiation Oncology 1 – Internal Medicine 1 – General Surgery 1 – Emergency Medicine 1 - Peds-Anesthesiology
2009 – 2010* Jason Hawkes, MD Grad 2011	7 : 266	1 – Medicine – Psychiatry 3 –Family Medicine 3 – Internal Medicine 1 – Pediatrics 1 – Emergency Medicine

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Academic Year	Number of Graduates	Specialty
2008 – 2009* Robin Niefeldt, MD Grad 2010	7 : 287	1 – Anesthesiology 3 – Internal Medicine 1 – Family Medicine 1 – Pediatrics 1 – General Surgery
2007 – 2008* Matt Reed, MD, PhD Grad 2010	7 : 265	4 – Family Medicine 1 – Internal Medicine 2 - Anesthesiology
2006 - 2007	4 : 228	1 – Internal Medicine 2 – Pediatrics 1 – Pediatric Hemy/Onc
2005 - 2006	8 : 214	2 – Sports Medicine 1 – Dental 1 – Pulmonary 1 – Pediatric Psychiatry 2 – Pediatrics 1 – Pathology
2004 - 2005	7: 222	1 – Internal Medicine 1 – Anesthesiology 2 – Dental 1 – Cardiology 1 – Gastroenterology 1 – Physical Medicine

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CONSENT
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SUBJECT

Experimental Program to Stimulate Competitive Research (EPSCoR) Idaho Committee Appointment

REFERENCE

April 2012	Board appointed Gynii Gilliam's as the Commerce Representative to the Idaho EPSCoR Committee
August 2012	Board appointed Dave Tuthill to the Idaho EPSCoR Committee
February 2013	Board reappointed Doug Chadderdon and Jean'ne Shreeve to the Idaho EPSCoR Committee
June 2013	Board appointed Dr. David Hill as the INL representative to the Idaho EPSCoR Committee
December 2013	Board reappointed David Barneby to the Idaho EPSCoR Committee
February 2014	Board appointed Matt Borud as the Commerce Representative to the Idaho EPSCoR Committee (Replacing Gynii Gilliam)
October 2014	Board appointed Dr. Todd Allen as the INL Representative to the Idaho EPSCoR Committee (Replacing Dr. Hill)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W.

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR is subject to federal program requirements and policy established by the Idaho State Board of Education (Board). The purpose of EPSCoR is to build a high-quality, academic research base to advance science, technology, engineering and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

Idaho EPSCoR is guided by a committee of sixteen (16) members appointed by the Board for five (5) year terms. The membership of this committee is constituted to provide for geographic, academic, business and state governmental representation as specified in Board policy and consists of one member from each of Idaho's legislative chambers. Senator Goedde has served

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on the committee as the Idaho Senate representative. Senator Goedde no longer serves in the Idaho legislature, necessitating a new Senate representative to the Council. The Council is recommending Senator Tibbits be appointed to the Council.

ATTACHMENTS

Attachment 1 – Senator Tibbits Letter of Interest

Page 3

Attachment 2 – Senator Tibbits Bio

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STAFF COMMENTS AND RECOMMENDATIONS

Senator Tibbits has served in the Idaho State Senate since 2011 and served in the Idaho House of Representatives from 1989 to 2000.

Senator Goedde's term is set to expire June 30, 2015. The requested term for Senator Tibbits would encompass the remainder of Senator Goedde's term and a new five (5) year term.

Board staff recommends approval.

BOARD ACTION

I move to appoint Senator John Tibbits to the Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Idaho Committee as a representative of the Idaho State Senate, effective immediately and expiring June 30, 2020.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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Home Address
610 Red Canyon Road
Bennington, ID 83254



State Capitol
P.O. Box 83720
Boise, ID 83720-0081
(208) 332-1333
jtippets@senate.idaho.gov

Idaho State Senate
John H. Tippets

December 29, 2014

Dr. Laird Noh, Chair
Idaho EPSCoR Committee
875 Perimeter Dr.
MS 3029
Moscow, ID 83844-3029

Senator Noh:

It was a pleasure visiting with you recently. Our conversation took me back to the 1990s when we served together in the Idaho legislature. I still hear your name mentioned in the capitol regularly; you left a legacy of one who was always extremely well-informed and passionate about promoting policies that would benefit the people that the State of Idaho.

Thank you for inquiring about my interest in potentially serving on the Idaho EPSCoR Committee. I admit I had heard about the program, but have not been very well informed about its activities. Having learned more, I can say that I am, indeed, interested in serving on the committee and would consider it an honor to serve should I be appointed.

With this letter, I am sending a brief bio that will indicate my educational background and potentially applicable experience.

Kindest regards,

A handwritten signature in blue ink that reads "John H. Tippets".

John H. Tippets

John H. Tippets

610 Red Canyon Road
Bennington, ID 83254
phone: (208) 390-9016

Educational Background

Brigham Young University:
Bachelor of Independent Studies

Utah State University:
MS, Human Resource Management

Work Experience

Agrium U.S., Inc. (1995 to present)
Soda Springs, Idaho

Positions:
Public Relations/Government Affairs Manager (current)
Human Resources Manager (1999 to 2012)

Other Experience

Idaho State Senate (February 2011 to the present)

- Chairman Commerce and Human Resources Committee
- Chairman Permanent Building Fund Advisory Council
- Co-chairman Change In Employee Compensation Committee

Idaho House of Representatives (1989 to 2000)

- Majority Caucus Chairman
- Chairman State Affairs Committee
- Chairman Commerce and Human Resources Committee

Bear Lake Memorial Hospital—Trustee (1999 to 2013)

- Vice Chairman of the Board
- Chairman Finance Committee

Various Board Positions

- Idaho Association of Commerce and Industry (IACI)—current
- Idaho Council on Industry and the Environment(ICIE) –current
- American Exploration and Mining Association (AEMA)—formerly the Northwest Mining Association—current
- Idaho Governor’s Cup—current

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CONSENT
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IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Appointment

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.G.
Idaho State Rehabilitation Council and Federal Regulations 34 CFR§361.

BACKGROUND/DISCUSSION

Federal Regulations (34 CFR §361.17), set out the requirements for the State Rehabilitation Council, including the appointment and composition of the Council.

The members of the Council must be appointed by the Governor or, in the case of a State that, under State law, vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Section 33-2303, Idaho code designates the State Board for Professional-Technical Education as that entity.

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
- ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
- iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director of or other individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;
- v. At least one representative of community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;
- vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
- viii. Current or former applicants for, or recipients of, vocational rehabilitation services;

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- ix. In a State in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
- x. At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the State workforce investment board; and
- xii. The director of the designated State unit as an ex officio, nonvoting member of the Council.

Additionally, Federal Regulation specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR §361.5(b)(29) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council, may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has one nomination for Board approval: Mike Hauser to fulfill the representative of a disability group position.

IMPACT

The above appointment will bring the IDVR Advisory Council membership to a total of sixteen (16) with two vacancies on the council for a representative from Business/Industry and Labor. Minimum composition for the council is 15 members.

ATTACHMENTS

Attachment 1 - Current Council Membership
Attachment 2 – Mike Hauser

Page 3
Page 4

BOARD ACTION

I move to approve the appointment for Mike Hauser to the State Rehabilitation Council as a representative of a disability group for a term of three years effective March 1, 2015 through February 28, 2018.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
FEBRUARY 19, 2015**

STATE REHABILITATION COUNCIL February 2015

Members Shall Represent:	Number of Representatives Required	Name	Term Ends	Serving Term # (maximum 2)
Parent Training & Information Center...	Minimum 1	Angela Lindig	6/30/2015	1
Department of Education	Minimum 1	Alison Lowenthal	6/30/2017	1
Client Assistant Program	Minimum 1	Dina Flores - Brewer	n/a	No Limit
Workforce Development Council	Minimum 1	Gordon Graff	8/31/2015	1
Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	n/a	No Limit
Former Applicant or Recipient	Minimum 1	Lonnie Pitt	6/30/2015	1
Community Rehabilitation Program	Minimum 1	Lori Gentillon	6/30/2015	1
Business, Industry and Labor	Minimum 4	Lucas Rose	6/30/2017	1
		Rachel Damewood	6/30/2017	2
		VACANT		
		VACANT		
VR Counselor	Minimum 1	Max Sorenson	6/30/2015	1
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	6/30/2014	No Limit
		David Miles	6/30/2014	No Limit
State Independent Living Council	Minimum 1	Robbi Barrutia	6/30/2016	2
Disability Advocacy groups	No minimum or maximum	Sean Burlile	6/30/2015	2
		Molly Sherpa	3/31/2017	1
		Mike Hauser	Nominated	1
updated 1/14/15				Total Mbrs 16

3661 West Pineridge Drive Phone (208)755-4938
Coeur d'Alene ID 83815 E-mail mghauser@live.com

Micheal G. Hauser

Statement of Intent

To be involved in the state Rehabilitation Council as an advocate for Idaho's disabled population, to insure policies are within the scope of the federal law. I believe my experience and knowledge as both a client of Vocational Rehabilitation and an employee can be an effective tool to further enhance opportunities for eligible clients.

Work Experience

July 1977
through
February 1983

State of Idaho, Department of Labor
Wallace, Idaho
Vocational Counselor

February 1983
Through
June 2011

State of Idaho, Division of Vocational Rehabilitation
Coeur d'Alene, Idaho
Rehabilitation Counselor I, II, and III

Education

University of Idaho, Bachelor's Degree, Liberal Arts
50 Credit Hours, Graduate School, Rehabilitation Curriculum

Certification

Certified Rehabilitation Counselor, #00008194

**CONSENT
FEBRUARY 19, 2015**

SUBJECT

Indian Education Committee Appointment

REFERENCE

February 21, 2013	The Board approved the first reading of Board Policy I.P. combining the Higher Education and K-12 Indian Education Committees
April 18, 2013	The Board approved the second reading of Board Policy I.P. combining the Higher Education and K-12 Indian Education Committees
December 19, 2013	The Board approved members of the Idaho Indian Education Committee.
June 18, 2014	The Board approved the appointment of Dani Hansing to the Committee.
August 14, 2014	The Board approved the appointment of Kathy Albin and Bill Picard.
October 16, 2014	The Board approved the appointment of Mitzi Sabori to the Committee.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The purpose of the Board's Indian Education Committee is "to advocate for American Indian students, act as an advisory body to the State Board of Education and the State Superintendent of Public Instruction, and serve as a link between the American Indian Tribes".

The Idaho Indian Education Committee consists of 19 members appointed by the Board and includes the following consistent with Board Policy I.P.

- One representative from each of the eight public postsecondary institutions
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education, as an ex-officio member

The Shoshone-Paiute Tribe has forwarded Mr. Pete Putra's name for consideration to fill the current vacant seat for their tribal chair or designee. Additionally, the College of Western Idaho (CWI) has forwarded Mr. Will Fanning's name for consideration to fill the current vacancy for their representative.

CONSENT
FEBRUARY 19, 2015

IMPACT

The proposed appointment replaces the Shoshone-Paiute Tribe's representative and the CWI representative on the Committee.

ATTACHMENTS

Attachment 1 – Current Committee Membership

Page 3

Attachment 2 – Nomination Letters

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Ms. Nancy Egan representing the Shoshone-Paiute Tribe is no longer employed with the Tribal Education Department. Mr. Pete Putra has been identified to replace Ms. Egan and to serve as the Tribal Chairperson's designee on the Indian Education Committee. If approved, Mr. Putra would complete the current term of Ms. Egan which runs from July 1, 2013 – June 30, 2018.

Ms. Lori Manzanares representing the College of Western Idaho has left employment of CWI. Mr. Will Fanning has been identified to replace Ms. Manzanares and serve as CWI's representative. If approved, Mr. Fanning would complete the current term of Ms. Manzanares which runs from July 1, 2013 – June 30, 2016.

Board staff recommends approval.

BOARD ACTION

I move to appoint Mr. Pete Putra, representing the Shoshone-Paiute Tribe and Mr. Will Fanning representing the College of Western Idaho to the Idaho Indian Education Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
FEBRUARY 19, 2015

State Board of Education
Indian Education Committee

Dr. Yolanda Bisbee is the Executive Director of Tribal Relations at the University of Idaho (UI). Term: July 1, 2013 – June 30, 2017.

Selena Grace is the Associate Vice President for Institutional Effectiveness at Idaho State University (ISU). Term: July 1, 2013 – June 30, 2016.

James Anderson is the Vice President for Enrollment Services in the Division of Student Affairs at Boise State University (BSU). Term: July 1, 2013 – June 30, 2018

Bob Sobotta, Jr. is the Director of Native American/Minority Student Services at Lewis-Clark State College (LCSC). Term: July 1, 2013 – June 30, 2016

Evanlene Melting-Tallow is an Advisor for American Indian students at North Idaho College (NIC). Term: July 1, 2013 – June 30, 2017

Dani Hansing is the New Student Services Coordinator for the College of Southern Idaho (CSI). Term: July 1, 2013 – June 30, 2018

Will Fanning is the Dean of Professional-Technical Education at the College of Western Idaho (CWI). Term: July 1, 2013 – June 30, 2016

Jared Gardner is currently an Admissions Counselor at Eastern Idaho Technical College (EITC). Term: July 1, 2013 – June 30, 2017

Jennifer Porter is the chairperson's designee for the Kootenai Tribe. Term: July 1, 2013 – June 30, 2017

Dr. Chris Meyer is the Director of Education for the Coeur d'Alene tribe and serves as the Tribal Chairperson's designee for the Coeur d'Alene Tribe. Term: July 1, 2013 – June 30, 2016

Kathy Albin is the High School Coordinator for the Coeur d'Alene tribe and serves as the K-12 Representative for the Tribe. Term: July 1, 2013 – June 30, 2016

Bill Picard is a member of the Nez Perce Tribal Executive committee and serves as the Tribal Chairperson's designee. Term: July 1, 2013 – June 30, 2018

Joyce McFarland is the Education Manager for the Nez Perce tribe and serves as the K-12 representative for the Nez Perce tribe. Term: July 1, 2013 – June 30, 2018

Mitzi Sabori is a member of the Fort Hall Business Council and serves as the Tribal Chairperson's designee for the Shoshone-Bannock Tribes. Term: July 1, 2013 – June 30, 2017

CONSENT
FEBRUARY 19, 2015

Vacant is the Youth Education Coordinator for the Shoshone-Bannock Tribes and serves as the K-12 representative for the Shoshone-Bannock Tribes. Term: July 1, 2013 – June 30, 2016

Pete Putra is a member of the Shoshone-Paiute Tribes and serves as the Tribal Chairperson's designee for the Shoshone-Paiute Tribes. Term: July 1, 2013 – June 30, 2018

Shana Thomas is the Owhyee Combined School Counselor for the Shoshone-Paiute Tribes and serves as the K-12 representative for the Shoshone-Paiute Tribes. Term: July 1, 2013 – June 30, 2017

Eric Kendra is the Superintendent of the Coeur d'Alene Tribal School and serves as the one of the Bureau of Indian Education school representatives. Term: July 1, 2013 – June 30, 2016

Eric Lords is the Superintendent of the Sho-Ban Jr-Sr High School and serves as the one of the Bureau of Indian Education school representatives. Term: July 1, 2013 – June 30, 2018

**CONSENT
FEBRUARY 19, 2015**

**THE SHOSHONE-PAIUTE TRIBES
OF THE DUCK VALLEY INDIAN RESERVATION**

P.O. Box 219 Owyhee, NV 89832
(208) 759-3100
www.shopaitribes.org

RECEIVED

OCT 06 2014

OFFICE OF THE
STATE BOARD OF EDUCATION



October 2, 2014

Dr. Christopher Mathias
Chief Academic Officer
Office of the State of Idaho Board of Education
650 West State Street, Room 307
Boise, Idaho 83720-0037

Dear Dr. Mathias:

The Shoshone-Paiute Tribes will be continuing their participation in the Idaho Indian Education Committee with the State of Idaho. We feel this is a vital part of keeping in line with the State of Idaho's educational plans for the future of Indian Education in the State of Idaho.

Pete Putra will be our Idaho Indian Education Committee appointee and Rochelle Thomas will be the alternate for the Shoshone-Paiute Tribes.

If you have any questions or concerns regarding this matter please contact our office (208) 759-3100 ext. 1223. Thank you for this opportunity.

Sincerely,

A handwritten signature in blue ink, reading 'Lindsey Manning', is written over the typed name.

Lindsey Manning
Tribal Chairman
Shoshone-Paiute Tribes

cc: Tribal Council
Administration File
Rochelle Thomas, Case Manager

CONSENT
FEBRUARY 19, 2015



RECEIVED

DEC 22 2014

OFFICE OF THE
STATE BOARD OF EDUCATION

Administrative Offices
Suite 202
6056 Birch Lane
Nampa, Idaho 83687

Mail Stop 1000
P.O. Box 3010
Nampa, Idaho 83653

December 17, 2014

Dr. Christopher Mathias
Chief Academic Officer
Office of the State Board of Education
650 W. State St., Rm 307
Boise, ID 83720-0037

Dear Dr. Mathias:

On behalf of the College of Western Idaho, we are excited to continue our participation in the Idaho Indian Education Committee with the State of Idaho. We feel that this committee is beneficial and helps to build a strong connection between our college and the State of Idaho's educational plan for the future of Indian Education.

Mr. Will Fanning will be the College of Western Idaho's designated representative to the Indian Education Committee. Mr. Fanning is the Dean of Professional Technical Education for CWI. He can be reached at 208-562-2380 or willfanning@cwidaho.cc.

Thank you in advance for your efforts toward including Mr. Fanning into the committee.

Sincerely,

A handwritten signature in blue ink, appearing to read "D. Shellberg", is written over a large, light blue circular stamp.

David Shellberg
Executive Vice President
College of Western Idaho

phone 208.562.3200
fax 208.562.3555

www.cwidaho.cc

CONSENT
FEBRUARY 19, 2015

SUBJECT

Data Management Council Appointment

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Data Management Council (DMC) is tasked with making recommendations on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system. There are 12 seats on the DMC. The DMC consists of representatives from the Office of the State Board of Education (OSBE), public postsecondary institutions, a registrar, State Department of Education, school districts, Professional-Technical Education, and the Department of Labor.

There are currently three open seats on the Council that are needing to be filled – Department of Education (1), School district (1), and University (1). The DMC has met and reviewed materials from applicants and are now coming forward with recommendations for appointment onto the Council.

IMPACT

Appointment of these three individuals will fill all open seats on the Data Management Council.

ATTACHMENTS

Attachment 1 – Matthew Rauch (Kuna School District)	Page 3
Attachment 2 – Will Goodman (Department of Education)	Page 4
Attachment 3 – Shari Ellertson (Boise State University)	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

The Data Management Council met and formally voted to recommend these three individuals for the open seats on the DMC. All three expressed interest in serving on the Council and are qualified.

Staff recommends approval.

BOARD ACTION

I move to approve the appointment to the Data Management Council for Matthew Rauch, Will Gooman, and Shari Ellertson.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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CONSENT
FEBRUARY 19, 2015

Matthew Rauch (Kuna School District)

Thank you for considering me. I am very much interested in serving on the Council. This would be a great opportunity for my experience to assist in making good decisions. Below is an explanation of my experience.

Degrees

University of Idaho
Bachelor of Secondary Education, Industrial Arts
June 2008

Boise State University
Master of Education Technology
Dec 2014

Work Experience

Payette High School (500 Students)
Tech Ed Teacher
Sept 2008 - Feb 2010

Payette School District (1500 Students)
Technology Coordinator
Jul 2008 - Feb 2010

Potlatch School District (500 Students)
Technology Coordinator
Feb 2010 - Oct 2014

Kuna School District (5000 Students)
Database Specialist
Oct 2014 - Present

I started doing the ISEE monthly reports since it started in 2010. I have had error free uploads since 2010. I have worked in three different school districts, ranging in size from 500 total students to over 5000 total students. I have real world small rural district experience.

Life Experience

I grew up in Lewiston Idaho, moved to Moscow, then Payette, then Potlatch, then Kuna. I have lived in Idaho my entire life. I have a family of 4 daughters, aged 8, 6, 4, 2.

CONSENT
FEBRUARY 19, 2015

705 SW PORTAL STREET • MOUNTAIN HOME, ID 83647
PHONE (208) 599-3680 • E-MAIL WILLAGOOD@HOTMAIL.COM

WILLIAM A. GOODMAN

OBJECTIVE

Seeking appointment to the Idaho State Board of Education Data Management Council.

POST SECONDARY EDUCATION

University of Idaho Moscow, ID Graduated: May 2011
Master of Education

- Major Emphasis: Educational Leadership
- Areas of Certification: School Principal Pre-K - 12

University of Idaho Moscow, ID Graduated: May 2004
Bachelor of Science in Secondary Education

- Major Emphasis: Social Science
- Minor Emphasis: Political Science
- Areas of Certification: History, Government, Economics, Geography, Anthropology, Psychology, and Sociology.

Additional Certification: Network Technologies

EDUCATION WORK EXPERIENCE

Idaho State Department of Education (2015 – Present)
Boise, Idaho

Chief Technology Officer (2015 – Present)

- Oversee the planning, maintenance, budgeting, installation, and maintenance of department technologies.
- Oversee the development and maintenance of department applications.
- Oversee statewide technology programs.
- Oversee technology staff.

Mountain Home School District (2012 – 2015)
Mountain Home, Idaho

District of Technology (2012 – 2015)

- Oversee the Planning, maintenance, budgeting, and installation of district technologies.
- Maintain the district's servers, computers, switches, routers, wireless access points, and various softwares.
- Oversee technology staff.

CONSENT
FEBRUARY 19, 2015

- Chair the District Technology Committees.
- Oversee the district ISEE submissions.

Teacher of Social Sciences (2012 - 2012)

- 2012-2012 Teacher High School classes in US History, and Government.

Bruneau – Grand View Joint School District (2004 – 2011)

Grand View, Idaho

District Technology Coordinator (2005 – 2011)

- Oversee the Planning, maintenance, budgeting, and installation of district technologies.
- Maintain the district's servers, computers, switches, routers, wireless access points, and various softwares.
- File all Erate forms.
- Oversee technology staff.
- Chair the District Technology Committee.
- Oversee and complete district ISEE submissions.

Building Administrator (2008 – 2011)

- 2008-2010 Athletic Director responsible for all athletic budgets, schedules, coach evaluations, student issues, and IHSA reporting.
- 2010-2011 Assistant Principal responsible for completing tasks as assigned by the building principal.
- 2011 Principal responsible for staff management, evaluations, student learning, parental contact, and building management.

Teacher of P.E., Health, Business Technology, and Social Sciences Classes.
(2004 - 2011)

- 2004-2005 Teacher elementary P.E. and Health.
- 2005-2011 Teacher Junior High and High School classes in Geography, World History, US History, Social Science, Human Heritage, and Psychology.
- 2010-2011 Teacher Computer Applications, Web Design, Introduction to Computers, and Introduction to Information Technologies.
- 2010-2011 District Mentor Teacher. Trained in the New Teacher Center Mentor program. Responsible for assisting and mentoring new teachers.

OTHER WORK EXPERIENCE

Office Depot (2002 – 2003) (208) 892-3883

- Consultative Sales Specialist: Technology, Moscow, Idaho

Palouse Inn (2000 – 2001) (208) 882-5511

- Head Desk Clerk & Database Manager, Moscow, Idaho

Argonaut Student Newspaper (1999 – 2000) (208) 885-7825

- Computer Layout and Design Staff, Moscow, Idaho

Computer Country (1997 – 1999) No longer in Business

- Computer Repair Technician, Salmon, Idaho

CONSENT
FEBRUARY 19, 2015

REFERENCES

Vickie Chandler

- Former Bruneau – Grand View School District Superintendent, (208) 995-6494

Phil McCluskey

- Mountain Home Principal & former Rimrock Principal, (208) 832-4651

Tim McMurtrey

- Mountain Home School District Superintendent, (208) 941-0782

CONSENT
FEBRUARY 19, 2015



BOISE STATE UNIVERSITY
OFFICE OF INSTITUTIONAL RESEARCH

January 9, 2015

Carson Howell
Director of Research
Office of the Idaho State Board of Education
650 W. State Street, Rm 307
Boise, Idaho 83702

Dear Carson,

I am writing to express my interest in serving as a higher education representative on the Data Management Council. As Director of Institutional Research (IR) at Boise State University, I hold the primary responsibility for our contribution to the Statewide Longitudinal Data System (SLDS). I have been an active member of the IR Director's group during my time at Boise State and believe my contributions through that group have been helpful during the development and implementation of the SLDS.

Prior to serving in my current role, I served as Director of Policy Analysis and Planning at the University of Wisconsin-Stevens Point. During my tenure there, I served on several statewide task forces and work groups that were charged with developing policies and procedures for the System as well as to present to the Board of Regents. Being selected to represent my peers on such groups illustrates my ability to collaborate with others to find solutions for issues that faced not only my institution but, indeed, the entire System and state.

With a Ph.D. in Educational Leadership and Policy Studies and a 20+ year history working in higher education, my background affords me with an understanding of the complex and varied issues within institutions of higher education and among the higher education community at-large. I bring a combination of analytical and communication skills that enable me to examine complex issues from multiple perspectives and communicate with diverse stakeholders.

I appreciate your consideration for participation in the Data Management Council. You could expect me to be an active, engaged, collaborative member that brings my knowledge and experience in higher education and shares my steadfast commitment to quality.

Please let me know if you have any questions or if I can provide additional information. I can be reached at 208.426.1614 or shariellertson@boisestate.edu.

Sincerely,

Shari Ellertson, Ph.D.
Director, Office of Institutional Research

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CONSENT
FEBRUARY 19, 2015

SUBJECT

Alcohol Permits – President Approved – Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the October 2014 Board meeting. Since that meeting, Board staff has received fifty seven (57) permits from Boise State University, seventeen (17) permits from Idaho State University, fourteen (14) permits from the University of Idaho, and five (5) permits from Lewis-Clark State College.

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

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

Page 3-8

BOARD ACTION

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

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**CONSENT
FEBRUARY 19, 2015**

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY October 2014 - June 2015				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Dierks Bentley Concert	Taco Bell Arena		X	10/10/14
Disney On Ice	Taco Bell Arena		X	10/16,18,19/14
Frank Church Institute	Stueckle Sky Center		X	10/20/14
Foundation Board of Directors	Student Union Building.	X		10/22/14
Phillip Phillips Concert	Taco Bell Arena		X	10/25/14
Treasure Valley Skills Summit	Stueckle Sky Center		X	10/29/14
Washington Trust Client Reception	Stueckle Sky Center		X	10/30/14
Cavalry & Armor Assoc.	Student Union Building		X	11/01/14
Advance Semiconductor Materials Tech Symposium.	Stueckle Sky Center		X	11/06/14
Timpani Sings/Boise Philharmonic Concert	Morrison Center		X	11/08/14
Domby/Grobe Wedding/Reception	Stueckle Sky Center		X	10/06/14
Culinary Capstone	Culinary Arts Building		X	11/12, 12/06/14
National Public Radio Reception	Public Radio Office	X		11/13/14
Rigoletto/Opera	Morrison Center		X	11/14,11/16/14
Alumni Board Meeting	College Of Business and Economics	X		11/19/14
Cirque Dreams Holidaze	Morrison Center		X	11/19/14
Distinguished Lecture Series Reception	Morrison Center	X		11/20/14
Retirement Reception	Stueckle Sky Center		X	11/20/14
Trans Siberian Orchestra	Taco Bell Arena		X	11/20/14
Jersey Boys/Broadway Show	Morrison Center		X	12/02,3,4,5,6,7 /14
Winter Celebration	Student Union Building		X	12/03/14
Mountain West Reception	Stueckle Sky Center		X	12/05/14

**CONSENT
FEBRUARY 19, 2015**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Boise Valley Annual Reception	Stueckle Sky Center		X	12/08/14
Washington Trust Regional Planning Meeting	Stueckle Sky Center		X	12/10/14
Idaho Sports Medicine Institute Luncheon	Stueckle Sky Center		X	12/12/14
Western Aircraft Holiday Party	Stueckle Sky Center		X	12/02/14
Holiday Pops/Boise Philharmonic	Morrison Center		X	12/13/14
Henningson Durham & Richardson Holiday Party	Stueckle Sky Center		X	12/13/14
Montana Dakota Utilities	Stueckle Sky Center		X	12/13/14
Dennis Dillon Holiday Party	Student Union Building		X	12/13/14
Moreton Christmas Party	Stueckle Sky Center		X	12/16/14
Albertsons Directors Reception	Stueckle Sky Center		X	12/17/14
Catholic Diocese of Boise	Student Union Building		X	12/17/14
Gastroenterology Christmas Party	Stueckle Sky Center		X	12/19/14
Keynetics Holiday Party	Stueckle Sky Center		X	12/19/14
Ada County Highway District Holiday Party	Student Union Building		X	12/19/14
The Nutcracker Ballet	Morrison Center		X	12/19,20,21/14
Camelot/ Broadway in Boise	Morrison Center		X	1/05,06,07/15
Coaches Club Reception	Bleymaier Complex Recruiting Lounge		X	1/07/15
McAlvain Group Holiday Party	Other: Cavin Williams		X	1/10/2015
Idaho Young Republicans	Student Union Building		X	1/10/15
Black Tie & Boots Ball	Student Union Building		X	1/10/15
George Lopez Comedy	Morrison Center		X	1/16/15
New York Life Dinner	Stueckle Sky Center		X	1/16/15
Key Bank	Stueckle Sky Center		X	1/21/15
Foundation Board of Directors	Student Union Building	X		1/21/15

**CONSENT
FEBRUARY 19, 2015**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Executive MBA Open House	Stueckle Sky Center	X		1/21, 2/24, 4/21, 6/1/15
Western Power Sports Award Banquet	Stueckle Sky Center		X	1/23/15
Idaho Dance Theatre Performance	Student Union Building		X	1/23,24, 4/17,18/15
Boise Philharmonic Concert	Morrison Center		X	1/24/15
Ferguson Wellman Investment Outlook	Stueckle Sky Center		X	1/29/15
MOMIX Modern Dance Performance	Morrison Center		X	1/30/15
The Outsiders Concert	Taco Bell Arena		X	1/30/15
Wynonna Concert	Morrison Center		X	2/6/15
The Kingston Trio	Morrison Center		X	2/7/15

**CONSENT
FEBRUARY 19, 2015**

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY October 2014 - May 2015				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
SHF Reception for New Inductees	Alumni House	X		10/17/14
Teacher's Night Out	Student Union Wood River Room		X	10/22/14
Art Exhibition	Fine Arts Building #11	X		12/1/14
District 25 Gala Dinner	Stephens Performing Arts Center		X	12/2/14
District 25 Employee Appreciation	Stephens Performing Arts Center		X	12/3/14
Holiday Open House	Student Union Building Bennion	X		12/4/14
District 25 Ladies Holiday Tea	Stephens Performing Arts Center		X	12/6/14
ISU Credit Union Holiday Party	Stephens Performing Arts Center Rotunda	X		12/6/14
Meridian Open House	Meridian Health Science Center	X		12/8/14
Alumni Holiday Open House	Alumni House	X		12/11/14
Idaho Treatment Group Holiday Party	Student Union Building Bennion		X	12/12/14
Joy to the World	Student Union Building Bennion Promenade	X		12/13/14
College Holiday Party	Student Union Wood River Room	X		12/18/14
CAES Holiday Celebration	CAES Gallery		X	12/19/14
Winterfest 2015	Stephens Performing Arts Center		X	1/23/15
Opportunity Tea	Stephens Performing Arts Center Rotunda	X		3/7/15
College of Science and Engineering Dean's Reception	Student Union Building Salmon River Suite	X		5/8/15

**CONSENT
FEBRUARY 19, 2015**

**APPROVED ALCOHOL SERVICE AT
UNIVERSITY OF IDAHO
October 2014 - March 2015**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
IWRRI's 50 th Anniversary	CDA Lobby	X		10/17/14
Faculty Interdisciplinary Reception	Brink Hall	X		10/31/14
International Education Week Reception	Student Union Building	X		11/13/14
Advisor Appreciation Social	Vandal Ballroom	X		11/18/14
Presidents Holiday Reception	International Ballroom	X		12/3/14
Faculty Assessment Retreat Reception	Crest Room	X		12/5/14
Faculty Gathering	Brink Hall	X		12/5/14
Urban Design Center Reception	Urban Design Center	X		12/8/14
Alumni Awards Banquet	International Ballroom	X		12/12/14
College of Business & Engineering Faculty Retreat	J.A. Albertson Gallery	X		1/12/15
Chamber of Commerce Reception	J.A. Albertson , College of Business & Economics Boardroom	X		1/15/15
Logos School Benefit Auction	Student Union Ballroom		X	1/30/15
Barker Trading Room Opening	J.A. Albertson Gallery	X		3/9/15
Women's Leadership	Student Union Building	X		3/25/15

**CONSENT
FEBRUARY 19, 2015**

**APPROVED ALCOHOL SERVICE AT
LEWIS-CLARK STATE COLLEGE
October 2014 - January 2015**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Center for Arts & History Steampunk Ball	Center for Arts & History	X		10/25/14
Lewis Clark Valley Chamber Business After Hours	Williams Conference Center	X		11/6/14
Whitcomb Artist Reception	Center for Arts & History	X		11/13/14
Exhibition Opening/Staff Exhibit	Center for Arts & History	X		1/30/15
Rock & Roll Retrospective Exhibit	Center for Arts & History	X		1/30/15

CONSENT
FEBRUARY 19, 2015

SUBJECT

Correction of the Legal Description of the Inner Boundary of Trustee Zone One for the Homedale School District.

REFERENCE

August 11, 2011

Board approved the Homedale School District Trustee Zone Boundaries as part of the 2010 Census Equalization process.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-307, and 33-313, Idaho Code

BACKGROUND/DISCUSSION

Section 33-313, Idaho Code prescribes the method for defining the boundaries of the trustee zones, within a school district. The last approved changes in the Homedale School Districts trustee zone boundaries in 2011 as part of the process all school districts participated in to equalize the populations within zones following the 2010 Census. The Homedale school district has recently discovered an error in the legal description of one of their trustee zones and is requesting the Board approve a correction. Trustee Zone 1 had an incorrect street name reference. The attached description matches the map that was provided with the original approval and corrects the error.

Section 33-307, Idaho code prescribes the requirements for correcting or altering school district boundaries and authorizes the State Board of Education to make correction due to error in the legal description of the boundaries.

IMPACT

Upon approval of the corrected legal description, the Department of Education will send a corrected order to the Homedale Board of Trustees in accordance with section 33-307(2), Idaho code.

ATTACHMENTS

Attachment 1 – Homedale School District Trustee Zones –
Legal Descriptions

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request to correct the legal description of the Homedale School District boundaries for Trustee Zone 1 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**CONSENT
FEBRUARY 19, 2015**

**HOMEDALE SCHOOL DISTRICT #370
LEGAL DESCRIPTIONS
TRUSTEE ZONES**

TRUSTEE ZONE 1

A tract of land situated in the Homedale School District No. 370, Owyhee County, Idaho, described as follows:

BEGINNING at the intersection of West Idaho Avenue (State Highway 19) and Railroad Avenue;
Thence westerly along West Idaho Avenue to Johnstone Road;
Thence southerly along Johnstone Road to West Market Road;
Thence westerly along West Market Road to the west district boundary;
Thence northerly along the district boundary to the Snake River;
Thence southeasterly along the Snake River to State Highway 19 (US Highway 95);
Thence southwesterly along State Highway 19 to North 4th Street East;
Thence northerly along North 4th Street East to East Owyhee Avenue;
Thence westerly along East Owyhee Avenue to 3rd Street East;
Thence northerly along 3rd Street East to East Montana Avenue;
Thence westerly along East Montana Avenue to 2nd Street East;
Thence northerly along 2nd Street East to East Washington Avenue;
Thence westerly along East Washington Avenue to North 1st Street East;
Thence northerly along North 1st Street East to West California Avenue;
Thence westerly along West California Avenue to North 1st Street West;
Thence northerly along North 1st Street West to the alleyway between West California Avenue and West Arizona Avenue;
Thence westerly along the alleyway to North 2nd Street West;
Thence northerly along North 2nd Street West to West Arizona;
Thence westerly along West Arizona to North 3rd Street West;
Thence northerly along 3rd Street West to Rodeo Road;
Thence westerly along Rodeo Road to North 5th Street West;
Thence southerly along North 5th Street West to East Selway Drive;
Thence westerly along East Selway Drive to North 6th Street West;
Thence southerly along North 6th Street West to West Nevada Avenue;
Thence westerly along West Nevada Avenue to North 7th Street West;
Thence southerly along North 7th Street West to West Oregon Avenue;
Thence easterly along West Oregon Avenue to North 7th Street West;
Thence southerly along North 7th Street West to West Washington Avenue;
Thence easterly along West Washington Avenue to North 6th Street West;
Thence southerly along North 6th Street West to Railroad Avenue;
Thence southeasterly along Railroad Avenue to the POINT OF BEGINNING.

TRUSTEE ZONE 2

A tract of land situated in the Homedale School District No. 370, Owyhee County, Idaho, described as follows:

BEGINNING at the intersection of West Idaho Avenue (State Highway 19) and Railroad Avenue;

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Thence southeasterly along Railroad Avenue to South 1st Street West;
Thence southerly along South 1st Street West to West Kansas Avenue;
Thence easterly along West Kansas Avenue to South Main Street;
Thence southeasterly along South Main Street to 2nd Street East;
Thence southerly along 2nd Street East to US Highway 95;
Thence southerly along US Highway 95 approximately ½ mile to an unnamed road which heads east and southeast;
Thence easterly and southeasterly along the unnamed road approximately ½ mile;
Thence southerly along the unnamed road to West Market Road;
Thence easterly along West Market Road to North Jump Creek Road;
Thence southerly along North Jump Creek Road to the south district boundary;
Thence westerly and northerly along the district boundary to West Market Road;
Thence easterly along West Market Road to Johnstone Road;
Thence northerly along Johnstone Road to West Idaho Avenue (State Highway 19);
Thence easterly along West Idaho Avenue to the POINT OF BEGINNING.

TRUSTEE ZONE 3

A tract of land situated in the Homedale School District No. 370, Canyon County, Idaho, described as follows:

BEGINNING at the intersection of the Snake River and a point on the north district boundary where the district boundary heads east;
Thence easterly along the north district boundary;
Thence southerly along the east district boundary to the Snake River;
Thence westerly along the district boundary and the Snake River to a point where the district boundary heads south;
Thence northwesterly along the Snake River to the POINT OF BEGINNING.

TRUSTEE ZONE 4

A tract of land situated in the Homedale School District No. 370, Owyhee County, Idaho, described as follows:

BEGINNING at the intersection of West Idaho Avenue (State Highway 19) and Railroad Avenue;
Thence easterly along West Idaho Avenue to North 3rd Street West;
Thence northerly along North 3rd Street West to the alleyway between Montana Avenue and Owyhee Avenue;
Thence easterly along the alleyway to 3rd Street East;
Thence southerly along 3rd Street East to East Owyhee Avenue;
Thence easterly along East Owyhee Avenue to North 4th Street East;
Thence southerly along North 4th Street East to State Highway 19 (US Highway 95);
Thence northeasterly along State Highway 19 to the Snake River;
Thence southeasterly along the Snake River to a point where the district boundary heads south;
Thence southerly along the district boundary;
Thence westerly along the district boundary to South Jump Creek Road;
Thence northerly along South Jump Creek Road to Market Road;

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Thence westerly along Market Road approximately ½ mile to an unnamed road which heads north;
Thence northerly along the unnamed road approximately ½ mile;
Thence westerly and northwesterly along the unnamed road to US Highway 95;
Thence northerly along US Highway 95 to 2nd Street East;
Thence northerly along 2nd Street East to South Main Street;
Thence northwesterly along South Main Street to West Kansas Avenue;
Thence westerly along West Kansas Avenue to South 1st Street West;
Thence northerly along South 1st Street West to Railroad Avenue;
Thence northwesterly along Railroad Avenue to the POINT OF BEGINNING.

TRUSTEE ZONE 5

A tract of land situated in the Homedale School District No. 370, Owyhee County, Idaho, described as follows:

BEGINNING at the intersection of West Idaho Avenue (State Highway 19) and Railroad Avenue;
Thence northwesterly along Railroad Avenue to North 6th Street West;
Thence northerly along North 6th Street West to West Washington Avenue;
Thence westerly along West Washington Avenue to North 7th Street West;
Thence northerly along North 7th Street West to West Oregon Avenue;
Thence westerly along West Oregon Avenue to North 7th Street West;
Thence northerly along North 7th Street West to West Nevada Avenue;
Thence easterly along West Nevada Avenue to North 6th Street West;
Thence northerly along North 6th Street West to East Selway Drive;
Thence easterly along East Selway Drive to North 5th Street West;
Thence northerly along North 5th Street West to Rodeo Road;
Thence easterly along Rodeo Road to North 3rd Street West;
Thence southerly along North 3rd Street West to West Arizona Avenue;
Thence easterly along West Arizona Avenue to North 2nd Street West;
Thence southerly along North 2nd Street West to the alleyway between West Arizona Avenue and West California Avenue;
Thence easterly along the alleyway to North 1st Street;
Thence southerly along North 1st Street to West California Avenue;
Thence easterly along West California Avenue to North 1st Street East;
Thence southerly along North 1st Street East to East Washington Avenue;
Thence easterly along East Washington Avenue to 2nd Street East;
Thence southerly along 2nd Street East to East Montana Avenue;
Thence easterly along East Montana Avenue to 3rd Street East;
Thence southerly along 3rd Street East to the alleyway between Montana Avenue and Owyhee Avenue;
Thence westerly along the alleyway to North 3rd Street West;
Thence southerly along North 3rd Street West to West Idaho Avenue (State Highway 19);
Thence westerly along West Idaho Avenue to the POINT OF BEGINNING.

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CONSENT
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SUBJECT

Professional Standards Commission Appointment

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Idaho Statute Section 33-1252 Idaho Code sets forth criteria for membership on the Professional Standards Commission (PSC).

The Commission consists of eighteen (18) members, one (1) from the State Department of Education, and one (1) from the Division of Professional Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. The Idaho Association of School Superintendents, the Idaho Association of Secondary School Principals, the Idaho Association of Elementary School Principals, the Idaho School Boards Association, the Idaho Association of Special Education Administrators, the education departments of the private colleges of the state, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

A nomination was sought for the position of Department of Education from the State Department of Education. A resume from the interested individual is attached.

ATTACHMENT

Attachment 1 – Resume for Pete Koehler

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BOARD ACTION

I move to approve Pete Koehler as a member of the Professional Standards Commission for a term of three years representing the Department of Education, effective February 19, 2015.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PETER CHRISTOPHER KOEHLER

EDUCATION:

BA History – University of Idaho 1975

MA History with secondary education endorsement Boise State University 1986

Elementary Teacher endorsement Boise State University – 1997

Administrative endorsement – Northwest Nazarene University – 2004

Military Education: Command and Staff College -1991
Armed Forces Staff College – 1991

WORK HISTORY:

1975 – 1996 United States Army (retired as Lieutenant Colonel)

1998 – 2002 Classroom Teacher Nampa School District

2002 – 2006 Elementary School Principal (Nampa School District)

2006 – 2013 High School Principal (Nampa School District)

2013 – 2014 Interim Superintendent (Nampa School District)

2014 – Retired

2015 – Interim Chief Deputy State Department of Education

COMMUNITY ACTIVITIES:

Trout Unlimited

Henry's Fork Foundation

Nampa Education Foundation (left when I became superintendent)

Idaho Community Foundation

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