<table>
<thead>
<tr>
<th>TAB</th>
<th>DESCRIPTION</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BAHR – BOISE STATE UNIVERSITY - ONLINE PROGRAM FEE FOR UNDERGRADUATE CERTIFICATE IN CONFLICT MANAGEMENT</td>
<td>Action Item</td>
</tr>
<tr>
<td>2</td>
<td>BAHR – BOISE STATE UNIVERSITY - ONLINE PROGRAM FEE FOR GRADUATE CERTIFICATE IN CONFLICT MANAGEMENT</td>
<td>Action Item</td>
</tr>
<tr>
<td>3</td>
<td>BAHR – UNIVERSITY OF IDAHO – BARBRI SERVICE CONTRACT – UI LAW SCHOOL</td>
<td>Action Item</td>
</tr>
<tr>
<td>4</td>
<td>IRSA – BOISE STATE UNIVERSITY – PROPOSAL FOR DISCONTINUATION OF MASTER OF APPLIED HISTORICAL RESEARCH</td>
<td>Action Item</td>
</tr>
<tr>
<td>5</td>
<td>IRSA – BOISE STATE UNIVERSITY – ONLINE UNDERGRADUATE CERTIFICATE IN ENTREPRENEURSHIP</td>
<td>Action Item</td>
</tr>
<tr>
<td>6</td>
<td>IRSA – EPSCOR APPOINTMENT</td>
<td>Action Item</td>
</tr>
<tr>
<td>7</td>
<td>IRSA – SEMI-ANNUAL REPORT OF APPROVED PROGRAM REQUESTS</td>
<td>Action Item</td>
</tr>
<tr>
<td>8</td>
<td>PPGA - DATA MANAGEMENT COUNCIL – APPOINTMENTS</td>
<td>Action Item</td>
</tr>
<tr>
<td>9</td>
<td>SDE – EMERGENCY PROVISIONAL CERTIFICATES</td>
<td>Action Item</td>
</tr>
</tbody>
</table>
CONSENT
FEBRUARY 17, 2021

<table>
<thead>
<tr>
<th>TAB</th>
<th>DESCRIPTION</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>SDE – NORTHWEST NAZARENE UNIVERSITY – EDUCATOR PREPARATION PROGRAM</td>
<td>Action Item</td>
</tr>
</tbody>
</table>

BOARD ACTION
I move to approve the consent agenda.
CONSENT
FEBRUARY 17, 2021

BOISE STATE UNIVERSITY

SUBJECT
Conflict Management Undergraduate Certificate with online fee

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Sections III.G. and V.R.

BACKGROUND/DISCUSSION
Boise State University (BSU) proposes to create a wholly online version of the existing Conflict Management undergraduate certificate. The program will operate under the guidelines of Idaho State Board of Education (Board) Policy V.R. as it pertains to wholly online programs. The proposed online certificate will prepare students to be confident, capable, and resilient leaders through the challenges in their professional and personal lives. The program will engage students in innovative, experiential, and supported learning environments that are founded on self-discovery, our common humanity, and critical inquiry into civil discourse and collaborative engagement across diverse groups and perspectives. This certificate will complement the online Bachelor of Applied Sciences (BAS) and Multidisciplinary Studies (MDS) degrees, as well as other online degrees that become available in the future.

Because it is entirely online, the proposed program will enable BSU to reach potential students who need flexibility in their education that result from professional and personal responsibilities. Other students who may be reached are those who live in a rural area of Idaho that does not have face-to-face educational opportunities.

IMPACT
The program’s size will be scaled to demand for the program, and BSU projects that the program will reach a size of 33 students by the fifth year, graduating approximately 20-23 students per year once the program is up and running.

The student fee will be in accordance with the Online Program Fee as defined in Board Policy V.R., 3.a.x. The price-point for the online program fee will be the same rate as a majority of current BSU online undergraduate programs: $350 per credit. For the 13 credits required for completion of the proposed program the total cost to the student would be $4,550.

ATTACHMENTS
Attachment 1 – Proposal for a Conflict Management Undergraduate Certificate

STAFF COMMENTS AND RECOMMENDATION
BSU’s desire to offer a greater online presence in Conflict Management for undergraduates provides the ability for students to have a significant skill applied
to a number of programs. This certificate, and its partner graduate certificate, will develop skills for students across a number of academic programs and expand Boise State’s online portfolio. Staff recommends approval.

BOARD ACTION
I move to approve the request by Boise State University to offer a wholly online Undergraduate Certificate in Conflict Management at an online program fee of $350 per credit.

Moved by __________ Seconded by __________ Carried Yes _____ No ______
BOISE STATE UNIVERSITY

SUBJECT
Graduate Certificate in Conflict Management offered with online fee

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Sections III.G. and V.R.

BACKGROUND/DISCUSSION
Boise State University (BSU) proposes to create a wholly online version of the existing Graduate Certificate in Conflict Management. The program will operate under the guidelines of the Idaho State Board of Education (Board) Policy V.R. as it pertains to wholly online programs. The graduate-level Conflict Management Certificate Program provides both knowledge and skills for people who wish to deal more effectively with interpersonal, group and intercultural conflict; and to develop their abilities to mediate disputes and negotiate agreements. Courses are appropriate for leaders and managers at all levels, professionals who need high-level people skills and anyone interested in effectively managing conflict.

Because it is entirely online, the proposed program will enable BSU to reach potential students who need flexibility in their education that result from professional and personal responsibilities. Other students who may be reached are those who live in a rural area of Idaho that does not have face-to-face educational opportunities.

IMPACT
The program’s size will be scaled to demand for the program, and BSU projects that the program will reach a size of 35 students by the fifth year, graduating approximately 23 students per year once the program is up and running.

The student fee will be in accordance with the Online Program Fee as defined in Board Policy V.R., 3.a.x. The price-point for our online program fee will be the same rate as a majority of our current online graduate programs: $435 per credit. For the 12 credits required for completion of the proposed program, the total cost to the student would be $5,220.

ATTACHMENTS
Attachment 1 – Proposal for Graduate Certificate in Conflict Management

STAFF COMMENTS AND RECOMMENDATIONS
BSU’s desire to offer a greater online presence in Conflict Management for undergraduates provides the ability for students to have a significant skill applied to a number of programs. This certificate, and its partner undergraduate certificate, will develop skills for students across a number of academic programs and expand Boise State’s online portfolio. Staff recommends approval.
BOARD ACTION

I move to approve the request by Boise State University to offer an existing academic program that will reward a graduate certificate in Conflict Management. The program will charge an online program fee of $435 per credit.

Moved by __________ Seconded by __________ Carried Yes _____ No ______
UNIVERSITY OF IDAHO

SUBJECT

Barbri Services Agreement

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3 Acquisition of Personal Property and Services

BACKGROUND/DISCUSSION

In July 2019, the University of Idaho (UI) entered into a contract with Barbri, a company that provides bar review courses to law school graduates to help the graduates prepare for the bar exam. Among other things, the contract provides for Barbri to provide to UI course materials that faculty in the College of Law can use in classes, including practice exams, question banks, outlines, and assessment tools; study guides and course information to help students be successful in their law school classes; and a full bar review course for all law school graduates at no additional cost to the students. In exchange for this information, UI agrees to pay Barbri $400 per law student per semester. The agreement is effective until July 31, 2023. The contract was amended in 2020 with some minor changes.

The UI’s Office of General Counsel recently became aware of this contract and discovered that it was not submitted to the Idaho State Board of Education (Board) for approval prior to the execution of the contract. While a total cost of the contract is not specified in the contract, when the math is done, especially with the recent addition of students from the now defunct Concordia Law School, the total cost of the contract exceeds $1 million over the term of the contract. Therefore, UI requests that the Board ratify UI’s previous execution of the contract.

IMPACT

This contract provides UI law students with access to a bar review course to assist them with preparation for taking the bar exam after graduation, as well as material students can use while in law school, and information and materials for College of Law faculty to use in their courses. Providing access to a professional bar review course at no additional cost to students provides a recruiting advantage to the College of Law and helps improve the College of Law’s bar passage rate. UI College of Law pays for the contract out of student fees paid by the students each semester. While the total cost of the contract depends on the number of students enrolled in the College of Law, and therefore cannot be determined with precision, the total cost exceeds $1 million.
ATTACHMENTS
Attachment 1 - Services Agreement between the University of Idaho and Barbri, dated July 12, 2019
Attachment 2 – Amendment to the 2019 Services Agreement between the University of Idaho and Barbri, dated August 12, 2020

BOARD STAFF COMMENTS AND RECOMMENDATIONS
The University of Idaho team has been extremely responsive to Board Staff in reviewing contracts to assure alignment with Board policy. The contract with Barbri has not exceeded the Board Policy threshold in any one year, but the cumulative financial impact has now exceeded $1 million. Board Policy V.I.3.a. provides that “Purchases exceeding one million dollars ($1,000,000) require prior Board approval.” The University of Idaho brings the contract to the Board’s attention and seeks to secure ratification. Staff recommends approval.

BOARD ACTION
I move to approve the request by the University of Idaho to ratify the University of Idaho’s execution of the 2019 Barbri Services Agreement and the 2020 Amendment to that Agreement as set forth in Attachments 1 and 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
SERVICES AGREEMENT

This Services Agreement (this "Agreement"), dated as of 7/12/19 (the "Effective Date"), is by and between BARBRI, Inc., 12222 Merit Dr., Suite 1340 Dallas, TX, a Delaware corporation ("BARBRI"), and University of Idaho College of Law, 875 Perimeter Drive, Moscow, ID 83844 ("Idaho"). BARBRI and Idaho are individually a "Party" and collectively the "Parties."

This Agreement supersedes and any and all previous agreements between the Parties.

1. Services

   a. During the Term of this Agreement BARBRI shall provide the following services to Idaho:

   1. Lawyering Fundamentals Diagnostic and Skills Building Course, for all entering Idaho 1L's which includes the following:
      a. Student materials
         i. Course book
         ii. Formative assessments
         iii. Final exam
      b. Assessment
         i. Formative assessments during the course
         ii. Final exam graded by BARBRI graders
      c. Faculty support
         i. Teacher’s edition of student materials
         ii. PowerPoint slides with teaching notes
         iii. Training by BARBRI

   2. BARBRI Extended Bar Review Course for third year students
      a. Student materials
         i. Course book
         ii. MBE Quizzes
         iii. Essays
         iv. Final exam
      b. Assessments
         i. Detailed MBE quiz reporting during the course
         ii. 3 graded essays and 1 graded MPT by BARBRI
      c. Faculty support
i. Teacher's edition of student materials
ii. PowerPoint slides with teaching notes
iii. Training by BARBRI

3. BARBRI’s MBE type question item bank with over 900 items for use by faculty.

4. BARBRI’s Formative Assessment System with reporting for students, faculty and administrators.

5. BARBRI’s First Year and Upper Level review volumes which include outlines for the following subjects:
   a. Contracts
   b. Criminal Law
   c. Civil Procedure
   d. Constitutional Law
   e. Real Property
   f. Torts
   g. Evidence
   h. Criminal Procedure
   i. Wills
   j. Trusts

6. BARBRI’s MPRE review including outlines, lecture and practice questions.

7. One complete BARBRI bar review course for each graduating Idaho student, for the state the state of the student’s choosing. BARBRI’s complete bar review course includes all of the following:
   - BARBRI AMP for all MBE subjects.
   - Exam-proven outlines for every MBE and essay subject.
   - Lectures for all topics and skills tested on the MBE, essays and MPT.
   - BARBRI’s exclusive Conviser Mini Review.
   - A complete set of practice questions for all sections of the bar exam, including:
o Past essay questions all with model answers;

o Over 2,200 practice MBE questions available both online and in printed form;

o Simulated MBE with national performance ranking for each student; and

o Past MPT questions all with model answers.

- Day-by-day study directed by BARBRI’s proven Personal Study Plan.
- Detailed reporting comparing Idaho students to BARBRI students nationwide.

Students taking the bar exam in July will have access to course materials no later than March 1 prior to the July exam. Students taking the bar exam in February will have access to course materials no later than November 1 prior to the February bar exam.

8. Detailed, on-demand progress and performance reporting for faculty while students are engaged in bar study.

9. Comprehensive data analytics from BARBRI’s data science team prior to each bar exam including a student-by-student bar passage prediction table.

b. During the Term of this Agreement Idaho shall:

1. Enroll its students in the Services provided by BARBRI

2. From time to time and without charge, provide BARBRI access to Idaho’s facilities including appropriate classrooms, including internet access, video monitors and audio systems, to accommodate BARBRI’s provision of Services

2. Service Fees.

a. Idaho shall pay the following fees per student per semester during the Term of this Agreement:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fee</th>
</tr>
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<tbody>
<tr>
<td>2019-20</td>
<td>$400</td>
</tr>
<tr>
<td>2020-21</td>
<td>$400</td>
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<tr>
<td>2021-22</td>
<td>$400</td>
</tr>
<tr>
<td>2022-23</td>
<td>$400</td>
</tr>
</tbody>
</table>

b. For BARBRI to calculate a Service Fees invoice, Idaho shall provide BARBRI a list of all full and part-time students as of October 1 each fall semester and February 1 each spring
semester during the Term. Upon receipt of the student list, BARBRI will generate an invoice for Idaho. Payment will be due within 30 days of receipt of the invoice by Idaho.

c. Idaho may at Idaho’s option pre-pay any Service Fees due under this agreement. BARBRI shall provide an invoice for such pre-payment upon Idaho’s request.

d. In addition to the Service fee paid by Idaho, each Student is responsible for the payment of any applicable state sales taxes, shipping, and a $250 refundable materials deposit prior to receiving bar review course materials.

f. Voucher Program

For students who do not wish to take BARBRI, they must advise Idaho by November 1 for the February exam and March 1 for the July exam. BARBRI will then provide a $1,195 voucher to 2020 graduates and a $795 voucher to graduates in all subsequent years of the Term. Vouchers are to allow the student to take a bar review other than BARBRI.

3. Term and Termination

This agreement shall be effective when signed by both parties and shall terminate on July 31, 2023 (“Initial Term”). Either Party may terminate this Agreement immediately upon written notice to the other Party, if the other party materially breaches this Agreement (other than a failure by Idaho to pay to BARBRI any amount due hereunder) and fails to cure such breach within 30 days after receiving written notice from the non-breaching Party describing such breach. If Idaho fails to pay to BARBRI any amount due to BARBRI hereunder within 30 days after University receives written notice thereof, BARBRI may at any time terminate this Agreement without further notice.

4. Materials and Copyright

For the purposes of this Agreement, “Materials” means all materials and information created, developed, authored, conceived, used and/or delivered by BARBRI pursuant to this Agreement, including all materials and information created, developed, authored, conceived, used and/or delivered in connection with BARBRI providing the Services, whether such materials and information are created, developed, authored, conceived, and/or delivered directly by BARBRI or indirectly through a contractor of BARBRI (such as a speaker at a bar examination preparation lecture), or otherwise provided to BARBRI pursuant to a license agreement. Idaho acknowledges and agrees that this Agreement does not give, or allow Idaho to retain, any rights whatsoever in any intellectual property rights or any other property of BARBRI, including the Materials. Without BARBRI’s prior written consent, Idaho shall never disclose, copy, or use any Materials in any manner other than disclosure of such Materials to an employee of Idaho who has a need to know such Materials in connection with BARBRI’s provision of the Services hereunder. Idaho shall promptly advise BARBRI if Idaho learns of any unauthorized use or disclosure of any Materials or Content.

All information, data, writings, ideas, inventions, videos, photographs, design, concepts, works of authorship and any other work product or material, in any form whatsoever, both tangible and intangible, developed by BARBRI as a result of BARBRI’s performance of the Services (collectively, the
“Works”), shall be the sole and exclusive property of BARBRI for its own use. As between Idaho and
BARBRI, BARBRI shall be the sole owner of all the rights to such Works in any form and in all fields of use
now known or hereafter existing. BARBRI may transfer, assign, license or otherwise convey such Works
or use the Works for any purpose without payment to Idaho. Idaho agrees to take all actions and
execute any and all documents as may be reasonably requested by BARBRI, at BARBRI’s expense, from
time to time to fully vest in BARBRI all rights, title and interests worldwide in and to the Works.
Furthermore, Idaho agrees to provide BARBRI with assistance as BARBRI may reasonably require, at
BARBRI’s expense, in the procurement of any protection of BARBRI’s rights to the Works, including filing
any patent, copyright or trademark applications.

5. **Confidentiality**

Neither Party shall disclose the terms of this Agreement to any third party, unless such disclosure is
required by law and then only such minimum disclosure as required to comply therewith and with as
much prior written notice to the other Party as is practical under the circumstances and permitted by
law. Neither Party will use, or authorize others to use, the name, symbols, or trademarks of the other
Party in any advertising or publicity material without that other Party’s prior written approval. Either
party may issue a press release with respect to this Agreement provided that the substance of such
press release is approved by the other Party.

As part of the business relationship between Idaho and BARBRI, Idaho may be in or come into possession
of information or data which constitute trade secrets, know-how, confidential information or are otherwise
considered secret by BARBRI (hereinafter “Confidential Information”). BARBRI shall identify any such
“Confidential Information” by marking or otherwise conspicuously designating it as such using the words
“Confidential Information.” In consideration of the receipt of Confidential Information, Idaho shall
maintain the Confidential Information in the utmost of confidence; use the Confidential Information solely
in connection with such business relationship; and take all reasonable measures necessary to protect the
Confidential Information. The Parties acknowledge and agree that Confidential Information does not
include information that: (i) is generally available to the public through no act or omission of Idaho; or (ii)
becomes known to Idaho through a third party with no obligation of confidentiality.

BARBRI acknowledges that it and all BARBRI employees involved in the provision of the Services are
familiar with the requirements of the Family Educational Rights and Privacy Act (“FERPA”) and the U.S.
Department of Education regulations promulgated thereunder and shall use reasonable efforts to
ensure compliance with such requirements.

6. **Miscellaneous**

a. **General Representations.** Each Party represents and warrants to the other Party that it
has all requisite power and authority to execute and deliver this Agreement and
consummate the transactions contemplated herein.

b. **Binding Effect.** This Agreement shall be binding upon, inure to the benefit of, and be
enforceable by, the Parties and their respective successors and permitted assigns.

c. **Entire Agreement.** This Agreement (i) embodies the entire agreement and
understanding between the Parties relating to the subject matter of this Agreement and
(ii) supersedes all prior agreements and understandings relating to the subject matter of
this Agreement.
d. Amendments. This Agreement may be changed, waived, or discharged only pursuant to a written agreement between the Parties.

e. Notices. Any notices or communications to be given under this Agreement by either Party to the other Party shall be deemed to have been duly given if given in writing and (i) personally delivered, (ii) sent by nationally recognized overnight courier, (iii) sent by facsimile (with electronic confirmation), or (iv) sent by mail, certified, postage prepaid with return receipt requested, in each case, at the address for such other Party set forth below.

IN WITNESS WHEREOF, this Agreement is entered into by the Parties to be effective as of the Effective Date.

The University of Idaho

By: ________________  
Name: ________________  
Title: ________________

Barbri, Inc.

By: ________________  
Name: ________________  
Title: ________________
AMENDMENT TO 2019 UNIVERSITY OF IDAHO COLLEGE OF LAW AGREEMENT

This document is in reference to the Services Agreement (terminating July 31, 2023) by and between BARBRI, Inc., a Delaware corporation (“BARBRI”), and University of Idaho College of Law (“UI”).

The undersigned parties, for good consideration, do hereby agree to make the following changes and/or additions that are outlined below. These changes shall be made valid as of August 12, 2020 (“Effective Date”).

1. **Services**

BARBRI shall provide and support the online, asynchronous version of the Extended Bar Review course.

2. **Service Fees**

The service fee for the online, asynchronous version of the Extended Bar Review course is $36,000 for up to 60 students. This fee will be waived, and the $795 voucher amount provided for under subsection (f) will be reduced to $345 for the remainder of the scheduled term of the above-mentioned contract.

The other terms and conditions in the referenced contract shall remain in full force and effect and shall not be negated or changed as a result of this amendment.

IN WITNESS WHEREOF, this Agreement is entered into by the Parties to be effective immediately.

BARBRI, INC.

By: ________________________________

Name: ______________________________

Title: ______________________________

University of Idaho College of Law

By: ________________________________

Name: Jerrold A. Long

Title: Dean
BOISE STATE UNIVERSITY

SUBJECT
Discontinue Master of Applied Historical Research

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION
Boise State University proposes the discontinuation of the traditional face-to-face Master of Applied Historical Research (MAHR). While the stand-alone MAHR will be discontinued, the program requirements and learning outcomes will be transitioned into a new “Public” emphasis within the existing Master of Arts in History. The revision of the existing Master of Arts in History creates three new emphasis areas ( Educator, Academic, and Public) to align with the three common employment tracks of students pursuing graduate study in history.

The intent of the discontinuation of the MAHR and subsequent revision of the Master of Arts in History is to better serve students by the creation of appropriate academic pathways based on career interest.

IMPACT
The discontinuation of the MAHR program will have no impact on current students. Current students can still elect to graduate under the MAHR degree program if they wish or switch from the MAHR to the Master of Arts in History. If students elect to switch, it will not affect a student’s course requirements, nor will it delay their graduation.

There are no financial impacts from the discontinuation of the MAHR, as resources have transitioned to the Master of Arts in History.

ATTACHMENTS
Attachment 1— BSU Discontinue Master of Applied Historical Research Proposal

STAFF COMMENTS AND RECOMMENDATIONS
As provided in their program proposal, the MAHR program at BSU currently has seven active students. Faculty will work with those students during the 2020-2021 academic year to provide guidance on options for graduating under the MAHR program or transitioning to the Master of Arts in History emphasis. Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation prior to implementation, regardless of fiscal impact.

The proposal completed the program review process with the Council on Academic Affairs and Programs and was shared with the Instruction, Research, and Student Affairs Committee on February 5, 2021.
Staff recommends approval.

BOARD ACTION
I move to approve the request by Boise State University to discontinue the Master of Applied Historical Research as proposed in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
Boise State proposes the discontinuation of the traditional face-to-face Master of Applied Historical Research (MAHR). While the stand alone MAHR will be discontinued, the program requirements and learning outcomes will be transitioned into a new “Public” emphasis within the existing Master of Arts in History. The revision of the existing M.A. in History creates three new emphasis areas (Educator, Academic, and Public) to align with the three common employment tracks of students pursuing graduate study in history.

The intent of the discontinuation of the MAHR and subsequent revision of the M.A. in History is to better serve students by the creation of appropriate academic pathways based on career interest.

The program currently has 7 active students. The graduate faculty will work individually with remaining program participants during the 2020-2021 academic year to counsel them on their options of graduating under the MAHR or transitioning to the new M.A. in History emphasis. This will include advising students on options for completing any outstanding degree requirements. Additionally, the program coordinator will identify and reach out to any other students who might have started course work, but who have not been active in their degree progress.

As mentioned above, the Department of History has revised the existing M.A. in History to include three new emphasis options, Public, Educator, and Academic. The Public emphasis will replace the stand alone MAHR degree program. The new emphasis is intended for students who are interested in pursuing careers in public sector, such as working for the Idaho State Historical Society.

Upon approval of this proposal, the program coordinator will notify all existing students of the discontinuation of the program and offer one-on-one advising for remaining degree planning and advising.
<table>
<thead>
<tr>
<th>Boise State University</th>
<th>MA in History</th>
<th>We have a traditional Master of Arts degree with two tracks. The first track is training to be a research historian where you will complete a master's thesis. The second track is the portfolio option.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idaho State University</td>
<td>MA in History</td>
<td>Trains students to explore established and emerging historical problems. Flexible options for K-12 educators. Thesis or non-thesis options available.</td>
</tr>
<tr>
<td>University of Idaho</td>
<td>MA in History</td>
<td>Program emphasis on American West/Pacific Northwest; Science/Health/Environment; Gender Studies. Thesis or non-thesis options available.</td>
</tr>
<tr>
<td>Institution and Program Name</td>
<td>Headcount Enrollment in Program</td>
<td>Number of Graduates From Program</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td></td>
<td>Fall 2017</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>BSU</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Master of Applied Historical Research (MAHR)</td>
<td></td>
</tr>
<tr>
<td>BSU</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>MA in History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Idaho</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>MA in History</td>
<td></td>
</tr>
<tr>
<td>Idaho State University</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>MA in Historical Research Management</td>
<td></td>
</tr>
</tbody>
</table>

The discontinuance of the MAHR will have no impact on other programs or the mission of the institution.
No faculty and staff reductions or reassignments will occur as the discontinuation of the MAHR is a transition of the program into a new emphasis within the MA in History degree program.

None.
## Consent - Irsa

### Attachment 1

#### Tab 4 Page 6

<table>
<thead>
<tr>
<th></th>
<th>(5 &quot;&quot;)</th>
<th>(5 &quot;&quot;)</th>
<th>(5 &quot;&quot;)</th>
<th>(5 &quot;&quot;)</th>
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<tr>
<td>Total Enrollment</td>
<td>&amp;  &amp;  &amp;  &amp;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Ongoing

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

### One-time

One-time is defined as one-time funding in a fiscal year and not part of the base.

#### A: Personnel Costs

<table>
<thead>
<tr>
<th></th>
<th>(5 &quot;&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Person</td>
<td>&amp;  &amp;</td>
</tr>
</tbody>
</table>

### Consent

February 17, 2021

Committee

Member

Date

Page 6
BOISE STATE UNIVERSITY

SUBJECT
Online Undergraduate Certificate in Entrepreneurship

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION
Boise State University (BSU) proposes to create a 12-credit Entrepreneurship certificate that will be offered wholly online. The program will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. The Entrepreneurship certificate focuses on providing real-life skills, knowledge, and tools for starting a new venture or business. In four courses, students will learn about and prepare for the initial stage of idea generation; the process of how to market and structure their business; and how to successfully manage their entrepreneurial venture. By completing the certificate, students will have the tools and knowledge for starting, managing, or working in a new business venture.

Because it is entirely online, the proposed program will enable BSU to reach potential students who need flexibility in their education that result from professional and personal responsibilities. These students may also live in a rural area of Idaho that does not have face-to-face educational opportunities. This certificate will serve as a standalone certificate for those students who want to attend BSU solely for this certificate.

Entrepreneurship is a common thread connecting Boise State’s Community Impact Programs, which are intended to meet immediate workforce needs and create degree pathways to bachelor degrees in Payette, Mountain Home, and McCall. The full certificate is slated to be offered to Boise State students in Fall 2021 and to Community Impact Program participants in Fall 2022.

IMPACT
The program’s size will be scaled to demand for the program, and BSU projects that the program will reach a size of 99 students by the fifth year, graduating approximately 97 students per year once the program is up and running. All four courses will be offered three times per year (fall, spring, and summer) in a seven-week format. This program design optimizes certificate completion, while also providing flexibility in pacing.

The student fee will be in accordance with the Online Program Fee as defined in Board Policy V.R., 3.a.x. The price-point for the online program fee will be $350 per credit, the same rate as a majority of current online undergraduate programs at
BSU, with a total cost of $4,200 for the 12 credit program. The certificate program includes electronic textbooks that cost $40.00 - $70.00 per course.

ATTACHMENTS
Attachment 1 – BSU Online Undergraduate Certificate in Entrepreneurship Proposal

STAFF COMMENTS AND RECOMMENDATIONS
The proposed certificate is among several that are being created as part of Boise State University’s eCampus Expansion Initiative. Boise State anticipates 10 enrollments initially, which will be scaled based on demand for the certificate as provided in their program proposal. Because the program will be using the online program fee model, minimum enrollments are based on course registrations, which range from 132 to 540 annual credits and 4.39 to 18.01 annual FTEs over a five-year period. If enrollments are not met, BSU will adjust to reflect actual activity and will be evaluated annually. If in the long term the program is not fiscally sustainable, it will be discontinued.

BSU’s proposed certificate in Entrepreneurship is consistent with their Service Region Program Responsibilities. At this time, certificates consisting of fewer than 30 credits are not required to be listed on three-year plans. As provided in Board Policy III.Z., no institution has the statewide program responsibility specifically for entrepreneurial or business programs. Additionally, Board Policy III.Z. does not apply to programs for which 90% or more of all activity is required or completed online.

Similar certificates offered at other Idaho institutions include:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Title</th>
<th>Certificate</th>
<th>Location</th>
<th>Delivery Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWI</td>
<td>Entrepreneurship and Small Business Management</td>
<td>Academic Certificate</td>
<td>Nampa</td>
<td>Hybrid Traditional (face-to-face)</td>
</tr>
<tr>
<td>LCSC</td>
<td>Entrepreneurship</td>
<td>Undergraduate Certificate</td>
<td>Lewiston</td>
<td>Hybrid</td>
</tr>
<tr>
<td>NIC</td>
<td>Entrepreneurship</td>
<td>Academic Certificate</td>
<td>Coeur d'Alene</td>
<td>Hybrid Online Traditional (face-to-face)</td>
</tr>
<tr>
<td>UI</td>
<td>Entrepreneurship</td>
<td>Undergraduate Certificate</td>
<td>Coeur d'Alene Moscow</td>
<td>Traditional (face-to-face)</td>
</tr>
</tbody>
</table>

BSU also requests approval to assess an online program fee of $350 per credit for a total program cost of $4,200. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on February 4, 2021; to the Business
CONSENT
FEBRUARY 17, 2021

Affairs and Human Resources Committee on February 5, 2021; and to the Committee on Instruction, Research, and Student Affairs on February 5, 2021.

Board staff recommends approval.

BOARD ACTION
I move to approve the request by Boise State University to create an online undergraduate certificate in Entrepreneurship as presented in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

AND

I move to approve the request by Boise State University to charge an online program fee of $350 per credit, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
# Idaho State Board of Education
Proposal for Academic Degree and Certificate Program

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>November 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>Boise State University</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Business &amp; Economics</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Department of Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Official Name of the Program:</th>
<th>Entrepreneurship Certificate (Online)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Date:</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>Degree Information:</td>
<td>Degree Level: Undergraduate, Degree Type: Certificate</td>
</tr>
<tr>
<td>CIP code (consult IR /Registrar):</td>
<td>52.0701 Entrepreneurship/Entrepreneurial Studies</td>
</tr>
<tr>
<td>Method of Delivery:</td>
<td>100% Online</td>
</tr>
<tr>
<td>Geographical Delivery:</td>
<td>Location(s): Boise/Online, Region(s): III</td>
</tr>
<tr>
<td>Indicate (X) if the program is/has:</td>
<td>Self-Support fee, Professional Fee, Online Program Fee</td>
</tr>
<tr>
<td>(Consistent with Board Policy V.R.)</td>
<td></td>
</tr>
<tr>
<td>Indicate (X) if the program is:</td>
<td>Regional Responsibility, Statewide Responsibility</td>
</tr>
<tr>
<td>(Consistent with Board Policy III.Z.)</td>
<td></td>
</tr>
</tbody>
</table>

**Indicate whether this request is either of the following:**
- [X] New Degree Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] Expansion of Existing Program

**DocSigned by:**
Dr. Mark Bannister
10/28/2020 | 10:10 AM PDT

**DocSigned by:**
[Digital Signature]
11/3/2020 | 12:51 PM MST

**DocSigned by:**
[Digital Signature]
10/28/2020 | 11:08 AM PDT

**DocSigned by:**
[Digital Signature]
11/24/2020 | 10:21 AM PST

**Vice President for Research (Institution; as applicable):**
Date 12-11-20

**Academic Affairs Program Manager, OSBE:**
Date 12-15-20

**Chief Academic Officer, OSBE:**
Date

**Chief Financial Officer, OSBE:**
Date

**SBOE/Executive Director Approval:**
Date

Revised July 1, 2020
Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

Boise State University proposes the creation of a wholly online program that will award an Entrepreneurship Certificate. The proposed program will operate under the guidelines of SBOE Policy V.R. as it pertains to wholly online programs.

The Entrepreneurship Certificate focuses on providing real-life skills, knowledge, and tools for starting a new venture or business. The four courses take students from the initial stage of idea generation to the process of how to market and structure their business and finally how to successfully manage their entrepreneurial venture. By completing the certificate, students will have the tools and knowledge for starting, managing, or working in a new business venture.

This program is designed for students who would like to add an entrepreneurial emphasis to their current non-business major, a previously earned degree, or a person interested in obtaining the certificate who has not yet enrolled at an institution of higher education. Many students who enter the program will be working adults who want to formalize their entrepreneurial pursuits or re-skill. This certificate will complement the online Bachelor of Applied Sciences (BAS) and Multidisciplinary Studies (MDS) degrees, as well as other online degrees that become available in the future. This certificate will also serve as a standalone certificate for those students who want to come to Boise State solely for this certificate.

2. **Need for the Program.** Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The proposed program will stimulate the state economy by expanding access to entrepreneurial skills and methodologies to students and community members in a variety of fields and industries. Idaho communities need entrepreneurs who can effectively contribute to the economic development of their communities. Entrepreneurship provides a broad foundation in the skills necessary to initiate new ventures or significantly grow existing firms through innovation and change.

   According to the 2018 Global Entrepreneurship Index, the United States was ranked first in the world for the health of its entrepreneurship community, indicating a supportive
ecosystem for new business ventures.¹ According to the Global Entrepreneurship Monitor’s 2019-2020 report, over 67% of US adults ages 18-24 agree that “there are good opportunities to start a new business in my area”² indicating a high level of potential interest in entrepreneurial activities.

Identifying job titles for the proposed program or any entrepreneurship program is very difficult and can never encompass the types of jobs people with an entrepreneurship education can pursue. Therefore, we have chosen the following job titles:

- Top Executives (SOC Code 11-1000)
- General & Operations Managers (SOC Code 11-1021)

<table>
<thead>
<tr>
<th>2019 National Employment Matrix Title and Code</th>
<th>Employment</th>
<th>Job Openings Due to Growth and Replacement Needs 2019-2029</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2019 (# in thousands)</td>
<td>2029 (# in thousands)</td>
</tr>
<tr>
<td>Top Executives</td>
<td>2828.0</td>
<td>2946.3</td>
</tr>
<tr>
<td>General &amp; Operations Managers</td>
<td>2486.4</td>
<td>2630.2</td>
</tr>
<tr>
<td>Advertising, Marketing, Promotions, Public Relations &amp; Sales Managers</td>
<td>836.7</td>
<td>879.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2016-2026 Idaho Long Term Employment Projections</th>
<th>Employment</th>
<th>Job Openings Due to Growth and Replacement Needs 2016-2026</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016</td>
<td>2026</td>
</tr>
<tr>
<td>Top Executives</td>
<td>13,829</td>
<td>15,679</td>
</tr>
<tr>
<td>General &amp; Operations Managers</td>
<td>11,670</td>
<td>13,475</td>
</tr>
<tr>
<td>Advertising, Marketing, Promotions, Public Relations &amp; Sales Managers</td>
<td>3,885</td>
<td>4,395</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ GEDI
² GEM
b. **Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/interest from inside and outside of the institution.

We expect interest from both full-time and part-time students who are currently enrolled in fully online programs. The certificate aligns well with the curricula of the fully-online Bachelor of Applied Science and Bachelor of Arts in Multidisciplinary Studies, which require students to choose an emphasis area (often a certificate) as part of their degree.

Community members seeking professional development in entrepreneurship are an additional source of demand for the certificate.

There are four different types of students who will enter this program.
- The career advancer who is already employed in business or an entrepreneurial pursuit and is interested in moving up with their current employer or growing their new venture.
- The career starter who is interested in a career that fits his/her personal and professional goals and is currently not employed in the field.
- The career changer who is currently employed in a different field and is interested in changing fields.

c. **Societal Need:** Describe additional societal benefits and cultural benefits of the program.

Entrepreneurs contribute to local and global economies through job creation, solving problems, and sharing ideas. The Certificate in Entrepreneurship supports the growing network of new ventures in the Boise area. According to a report by Inc. and innovation policy company Startup Genome, in 2020 "Boise startups have raised $70.2 million in venture capital, up $8 million from 2015’s full-year tally, according to PitchBook. Area founders credit Boise’s surge to a five-year effort by local business leaders to increase access to funding and talent. The grassroots initiative started after locals saw other smaller cities gaining recognition as entrepreneurial havens." Students completing the certificate will be prepared to attract venture capital and join in local efforts to enhance Boise’s business initiatives.

Additionally, Boise is ranked at #12 on Fundera’s list of top 15 US cities for women business owners. The certificate supports ongoing efforts to encourage women-owned business growth in Idaho.

Entrepreneurship is a common thread connecting Boise State’s Community Impact Programs, which are intended to meet immediate workforce needs and create degree pathways to bachelor degrees in Payette, Mountain Home, and McCall. The full certificate is slated to be offered to Boise State students in Fall 2021 and to Community Impact Program participants in Fall 2022.

3. **Program Prioritization**

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3 https://www.inc.com/surge-cities#Boise
Is the proposed new program a result of program prioritization?

Yes____ No__X__

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. **Credit for Prior Learning**

   Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

   At the discretion of the department, up to one class or 3 credits may be considered for credit.

5. **Affordability Opportunities**

   Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

   The proposed certificate will be offered in a fully online delivery method at the same per credit tuition rate as Boise State’s other fully-online programs to encourage cross-disciplinary enrollment.

   All four courses will be offered three times per year (fall, spring, and summer) in a seven-week format. This program design optimizes certificate completion, while also providing flexibility in pacing.

   The certificate has selected relatively lower-cost electronic textbooks at a cost of $40.00-$70.00 per course. The texts include access to assessments, current case studies and exercises, and hands on opportunities to apply knowledge.

**Enrollments and Graduates**

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the past four years.

<table>
<thead>
<tr>
<th>Instit.</th>
<th>Program Name</th>
<th>Fall Headcount Enrollment in Program</th>
<th>Number of Graduates From Program (Summer, Fall, Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall 2017</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>LCSC</td>
<td>Entrepreneurship Certificate (new program)</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Page 5
Revised July 1, 2020
7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

The certificate proposed by Boise State is unique from the existing Entrepreneurship Academic certificate at LCSC because it is fully-online and targeted toward students who may not have formalized business education. The proposed certificate complements academic pursuits in other disciplines.

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

<table>
<thead>
<tr>
<th>Proposed Program: Projected Enrollments and Graduates First Five Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Name: Entrepreneurship Certificate (Online)</td>
</tr>
<tr>
<td><strong>Projected Fall Term Headcount Enrollment in Program</strong></td>
</tr>
<tr>
<td>FY22 (first year)</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 “Need for the Program” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The program’s size will be scaled to demand for the program. The numbers in the table above reflect a reasonable and attainable scaling up of the program.

Marketing and recruitment efforts will include a digital marketing campaign, a web landing page, request for information form and a full program website with details regarding the key program assets, curriculum plan, and costs. In addition, a comprehensive communication plan will be implemented to attract and nurture interested students. Strategic, personalized communications will engage and support students throughout the recruitment life cycle. Our coaching approach to student services will support online students and maintain their connection to Boise State through graduation.

10. **Minimum Enrollments and Graduates.**
    a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

Because the program will be utilizing the online fee model, it is best to put minimum enrollment in terms of course credits, which are what translate to revenue. Based on
estimated expenses for instruction and for support personnel expenses, estimate the minimum number of course credits to achieve breakeven is:

- Year 1: Annual credits 132, Annual FTEs 4.39
- Year 2: Annual credits 455, Annual FTEs 15.17
- Year 3: Annual credits 497, Annual FTEs 16.56
- Year 4: Annual credits 508, Annual FTEs 16.92
- Year 5: Annual credits 540, Annual FTEs 18.01

If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The program's financial sustainability will be evaluated at least annually.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

Programs operating under the online program fee model at Boise State University are expected to be fiscally sustainable. If enrollments do not meet expectations, expenses will be adjusted to reflect actual activity. The program's financial sustainability will be evaluated at least annually. If it is determined to be fiscally unsustainable in the long term, it will be discontinued.

11. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation. The following measures will ensure the high quality of the new program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Development Support: The online Entrepreneurship Certificate is one of several that are being created via the eCampus Expansion Initiative at Boise State University. Boise State's online program development process uses a facilitated program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes. A multi-expert development team, which includes an instructional designer, multimedia specialist, and quality assurance, works collaboratively with the faculty member. One master version of each course is developed for a consistent look and feel of courses across the program; the master course utilizes a professionally created common template aligned with nationally Quality Matters course design standards.

Academic Integrity: Academic integrity is vital to the mission of Boise State University and encompasses the totality of academic rigor, ethical behavior, intellectual curiosity, appropriate teamwork, and persistence. All assignments submitted by a student must represent his/her own ideas, concepts, and current understanding or must cite the original source. Boise State proactively supports academic integrity by providing training, maintaining a website dedicated to academic integrity, providing tools such as pedagogical strategies, workshops, and tips for designing tests, as well as establishing policies and procedures for students who violate the...
academic integrity policy within the Student Code of Conduct. For this new online program, we will use the following strategies to encourage academic integrity:

- During the design and development of the curriculum and assessment of each course, instructors will be informed by staff of Boise State's eCampus Center about best practices for online course design based on Quality Matters™ and best practice strategies to promote academic integrity in online education based on WCET's recommendations (Version 2.0, June 2009)
- Through the program development process, course production, course launch support provided by the eCampus Center, and other means, instructors will be reminded about the importance of academic integrity and encouraged to report and act upon suspected violations.
- Academic integrity will be addressed within online student orientation. Programs may require online students to complete the university's Academic Integrity Online Workshop.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students in the syllabus and verbally and may require completion of the university’s Academic Integrity Online Workshop.

**Student Authentication:** Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong passwords and change them every 90 days.
- When high-stakes exams are required, faculty will be encouraged to utilize remote or online proctoring services when appropriate. In those instances, students will need to provide valid photo identification before gaining access to the graded assessments or other required activities.
- Instructors will utilize Canvas’s Turnitin plagiarism detection program when appropriate.
- Instructors are expected to be informed of and aware of the importance of student identity authentication and to report and act upon suspected violations.

12. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as Appendix A.

   N/A

13. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education.

   Will this program lead to certification?

   Yes_____ No__X__

   If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

14. **Three-Year Plan:** If this is a new proposed program, is it on your institution’s approved

   Revised July 1, 2020
3-year plan?

Yes ___ No ___

Does not apply since this is a certificate.

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

- Program is important for meeting your institution’s regional or statewide program responsibilities.
- The program is in response to a specific industry need or workforce opportunity.
- The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
- There is a contractual obligation or partnership opportunity related to this program.
- The program is in response to accreditation requirements or recommendations.
- The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

a. Summary of requirements. Provide a summary of program requirements using the following table.

| Credit hours in required courses offered by the department(s) offering the program. | 12 |
| Credit hours in required courses offered by other departments: | 0 |
| Credit hours in institutional general education curriculum | 0 |
| Credit hours in free electives | 0 |
| Total credit hours required for degree program: | 12 |

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Entrepreneurship Certificate (Online)
**Course Number and Title** | **Credits**  
--- | ---  
ENTBUS 327 Foundations of Entrepreneurship | 3  
ENTBUS 357 Entrepreneurial Management | 3  
ENTBUS 387 Entrepreneurial Marketing | 3  
ENTBUS 427 Launching a New Business | 3  
**TOTAL** | **12**

c. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

N/A

16. **Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.**

   a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

   - Apply entrepreneurship concepts, models, and methods from initial concept to early-stage companies.
   - Evaluate the viability of business models using multiple methodologies.
   - Present clear, concise, and compelling business models.

17. **Assessment plans.**

   a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

   Artifacts will be gathered in specified courses. Rubrics will be used to review a sampling of the artifacts to determine if the program learning outcomes objectives are being met. Data will be shared with the instructors, and program director. The program director and faculty will regularly meet to address opportunities and develop actions for improvement.

**Resources Required for Implementation – fiscal impact and budget.**
Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.
18. **Physical Facilities and Equipment**: Describe the provision for physical facilities and equipment.

   a. **Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

      The available space and equipment is currently acceptable to operate a successful program.

   b. **Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

      No impact.

   c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

      Operating expenses associated with support staff and new faculty are reflected in the budget.

19. **Library and Information Resources**: Describe adequacy and availability of library and information resources.

   a. **Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

      Library resources are sufficient.

   b. **Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

      Current library resources are sufficient.

20. **Faculty/Personnel resources**

   a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

      The program will fund adjunct instruction to cover the additional instruction credit required by the program:
Yr 1 - 17 instruction credits, 0.69 FTE
Yr 2+ - 36 instruction credits, 1.50 FTE

b. **Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

No new additional administrative staff will need to be hired for the program. At maturity, the program will fund 0.15 FTE of an existing program coordinator and 0.05 FTE of an existing program director.

c. **Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Because limited administrative or instructional resources from existing programs will be used for the proposed program, there will be a minimal impact on resources available for existing programs.

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

Besides instruction, no new personnel will be hired for the proposed program.

21. **Revenue Sources**

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

N/A

b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No new appropriation will be required.

c) **Non-ongoing sources:**

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

N/A

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A
d) **Student Fees:**

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

N/A

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. That policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for our online program fee will be as follows: we will charge the same rate as a majority of our current online undergraduate programs: $350 per credit. We may increase the fee in any years that the State Board of Education increases Boise State’s undergraduate per-credit rate for tuition and fees.

For the 12 credits required for completion of the proposed program, the total cost to students will be $4,200.

We project that by the fourth year of the program, it will generate 910 SCH, which will yield a total revenue of $318,500.

22. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.

- Include reallocation of existing personnel and resources and anticipated or requested new resources.

- Second and third year estimates should be in constant dollars.

- Amounts should reconcile subsequent pages where budget explanations are provided.

- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).

- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).
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<tbody>
<tr>
<td>Headcount</td>
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<td>FTE</td>
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<td>New enrollments</td>
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<td>21</td>
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<td>Shifting enrollments</td>
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<td>Total enrollment</td>
<td>4.4</td>
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<td>Student credit hours generated</td>
<td>122</td>
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**II. REVENUE**

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<tr>
<td>On-going</td>
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<td>On-going</td>
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<tr>
<td>One-time</td>
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<td>One-time</td>
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<tr>
<td>Total revenue</td>
<td>$242,995</td>
<td>$242,995</td>
<td>$242,995</td>
<td>$242,995</td>
<td>$242,995</td>
<td>$242,995</td>
<td>$242,995</td>
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</tbody>
</table>

**Budget Notes:**

1. Calculation of FTE and headcount as follows:
   - Headcount determined as the total number of students.
   - New student enrollment will be one-time funding.
   - Headcount enrollment for the next fiscal year is projected to continue.
2. FTE is calculated as: 
   - Student credit hours generated / 122 credit hours.
3. Calculation of revenue as 
   - Headcount determined as the total number of students.
4. Calculation of revenue as 
   - Total revenue / 122 credit hours.

**Assumptions:**

- Headcount enrollment for the next fiscal year is projected to continue.
- New student enrollment is considered one-time funding.
- Total revenue is calculated as: 
  - Total revenue / 122 credit hours.
### III. EXPENDITURES

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<th>FY 2023</th>
<th>FY 2024</th>
<th>FY 2025</th>
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<td><strong>A. Personnel Costs</strong></td>
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<td>1. FTE</td>
<td>0.78</td>
<td>1.90</td>
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<td>2. Faculty</td>
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<td>3. Adjunct Faculty</td>
<td>$18,268</td>
<td>$41,048</td>
<td>$42,243</td>
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<td>5. Research Personnel</td>
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<td>6. Directors/Administrators</td>
<td>$6,398</td>
<td>$9,982</td>
<td>$10,178</td>
<td>$10,484</td>
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<td>7. Administrative Support Personnel</td>
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<td>8. Fringe Benefits</td>
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<td>$7,464</td>
<td>$7,633</td>
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<td>9. Other</td>
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<td><strong>Total Personnel and Costs</strong></td>
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<td>$26,760</td>
<td>$36,394</td>
<td>$36,054</td>
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**Budget Notes (continued):**
- A3 Adjunct FTE: Calculated using (Credit hour load)/24
- A6 Administrator, Program Coordinator (0.1 FTE in year 1) (0.15 FTE in years 2+)
- A8 Benefits calculated at professional staff fringe rate: $11,650 (annual wage*20.47%)
### C. Capital Outlay

<table>
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<th>FY 2024</th>
<th>FY 2025</th>
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<td>One-time</td>
<td>On-going</td>
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</tr>
<tr>
<td>1. Library Resources</td>
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<tr>
<td>2. Equipment</td>
<td></td>
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<tr>
<td><strong>Total Capital Outlay</strong></td>
<td>$0</td>
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### D. Capital Facilities Construction or Major Renovation

### E. Other Costs

<table>
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<tr>
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<th>FY 2022</th>
<th>FY 2023</th>
<th>FY 2024</th>
<th>FY 2025</th>
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<td>One-time</td>
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<tr>
<td>1. Boise State University Support</td>
<td>$23,034</td>
<td>$86,940</td>
<td>$121,433</td>
<td>$169,361</td>
<td>$189,118</td>
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<td>Utilities</td>
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<td>Maintenance &amp; Repairs</td>
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<td>Other</td>
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<td></td>
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<tr>
<td><strong>Total Other Costs</strong></td>
<td>$0</td>
<td>$23,034</td>
<td>$0</td>
<td>$121,433</td>
<td>$169,361</td>
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<tr>
<td><strong>TOTAL EXPENDITURES:</strong></td>
<td>$0</td>
<td>$57,008</td>
<td>$0</td>
<td>$209,252</td>
<td>$262,452</td>
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<td><strong>Net Income (Deficit) to College</strong></td>
<td>$0</td>
<td>-$10,939</td>
<td>$0</td>
<td>$33,613</td>
<td>$66,249</td>
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</table>

*Budget Notes (specify row and add explanation where needed; e.g., "I.A.B. FTE is calculated using...".*

**E.1 Boise State University Support** is defined as follows:

- Boise State Central Services (10.00% of revenue): A fund dedicated to funding support services for online students.
- Boise State eCampus Center (8.75% of revenue): Provide funding for initiative management, online course/program development and other support services.
- Boise State Online Innovation Fund (3.80% of revenue): Seed funding for academic programs, course development stipends to faculty, and eventually innovation grants.
- Boise State Online Marketing, Recruitment, Enrollment, Advising and Retention Fund (27.45% of revenue): A fund dedicated to marketing the program, recruiting students, enrolling qualified students, advising students and retaining students throughout the life of the program.
Department of Management
Entrepreneurship Certificate

These 2 courses can be taken in any order:
- ENTBUS 327: Foundations of Entrepreneurship (3 Credits)
- ENTBUS 357: Entrepreneurial Management (3 Credits)
- ENTBUS 387: Entrepreneurial Marketing (3 Credits)
- ENTBUS 427: Launching a New Business (3 Credits)

Program Learning Outcomes:
- Apply entrepreneurship concepts, models, and methods from initial concept to early-stage companies.
- Evaluate the viability of business models using multiple methodologies.
- Present clear, concise, and compelling business models.

Certificate in Entrepreneurship
The Certificate in Entrepreneurship focuses on providing real-life skills, knowledge, and tools for starting a new venture or business. The four courses take students from the initial stage of idea generation to the process of how to market and structure their business and finally how to successfully manage their entrepreneurial venture. By completing the certificate, students will have the tools and knowledge for starting, managing, or working a new business venture.

Stakeholders:
- COBE
- Department of Management
- Community Impact Program
- BAS/MDS
SUBJECT
Idaho Established Program to Stimulate Competitive Research (EPSCoR) Committee Appointments

REFERENCE
October 2014 Board appointed Dr. Todd Allen as the INL Representative to the Idaho EPSCoR Committee (replacing Dr. Hill)
February 2015 Board appointed Senator Tippits to the Idaho EPSCoR Committee (replacing Senator Goedde)
April 2015 Board appointed Dr. Cornelis J. Van der Schyf to the Idaho Established Program to Stimulate Competitive Research (replacing Dr. Howard Grimes)
October 2015 Board reappointed Representative Maxine Bell and Doyle Jacklin and appointed Gynii Gilliam and Senator Roy Lacey (replacing Doug Chadderdon and Senator Tippits, respectively)
June 2016 Board appointed Dr. Kelly Beierschmitt to the committee (replacing Todd Allen)
December 2016 Board reappointed Laird Noh, and appointed Dr. David Hill and Skip Oppenheimer to the committee.
April 2017 Board appointed Senator Nye to the Idaho EPSCoR Committee (replacing Senator Lacey).
June 2017 Board reappointed David Tuthill and Leo Ray to Idaho EPSCoR Committee, both representing the private sector.
October 2018 Board appointed Dr. Harold Blackman and Dr. Todd Combs to the Idaho EPSCoR Committee (replacing Dr. Mark Rudin and Dr. Kelly Beierschmitt, respectively).
June 2019 Board appointed David Barneby and reappointed Gynii Gyllian to the Idaho EPSCoR Committee, both representing the private sector.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies and Procedures, Section III.W. Higher Education Research

BACKGROUND/DISCUSSION
The Established 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 policies established by the Idaho State Board of Education. 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 & 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 III.W., and includes the vice presidents of research from the University of Idaho, Boise State University, and Idaho State University who serve as voting ex-officio members. Ex-officio members serve without term limits. Members are allowed to serve up to three (3) consecutive terms.

The Idaho EPSCoR Committee is recommending the reappointments of Senator Mark Nye as a representative of the Idaho State Senate, and Dennis Stevens and Doyle Jacklin as private sector representatives. The Idaho EPSCoR Committee also recommends the new appointments of Dr. Donna Lybecker and Dr. Christopher Nomura as ex-officio representatives from Idaho State University and the University of Idaho, respectively, and Dr. Marianne Walck as an ex-officio representative from the Idaho National Laboratory.

ATTACHMENTS
Attachment 1 – Current Idaho EPSCoR Committee Membership
Attachment 2 – Letter of Interest for Doyle Jacklin
Attachment 3 – Letter of Interest for Dr. Donna Lybecker
Attachment 4 – Letter of Interest for Dr. Christopher Nomura
Attachment 5 – Letter of Interest for Senator Mark Nye
Attachment 6 – Letter of Interest for Dennis Stevens
Attachment 7 – Letter of Interest for Dr. Marianne Walck

STAFF COMMENTS AND RECOMMENDATIONS
Staff recommends approval.

BOARD ACTION
I move to reappoint Senator Mark Nye to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the Idaho State Senate, for a term effective from July 1, 2021 through June 30, 2026.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

AND

I move to reappoint Doyle Jacklin to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the private sector, for a term effective from July 1, 2021 through June 30, 2026.
CONSENT
FEBRUARY 17, 2021

Moved by __________ Seconded by __________ Carried Yes _____ No _____

AND

I move to reappoint Dennis Stevens to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the private sector, for a term effective from July 1, 2021 through June 30, 2026.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

AND

I move to appoint Dr. Donna Lybecker to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as an ex-officio member representing Idaho State University.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

AND

I move to appoint Dr. Christopher Nomura to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as an ex-officio member representing the University of Idaho.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

AND

I move to appoint Dr. Marianne Walck to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the Idaho National Laboratory, for a term effective from July 1, 2021 through June 30, 2026.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
### EPSCoR Committee Members

#### VOTING MEMBERS (16 members)

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<th>Original Appt.</th>
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<th>Expires</th>
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#### NON-VOTING MEMBERS (2 members)

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<td>Representative from Governor’s Office</td>
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<tr>
<td>David Hill</td>
<td>12/15/2016</td>
<td>Ex-officio</td>
<td>Idaho State Board Member</td>
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December 15, 2020

Idaho State Board of Education

To Whom It May Concern:

This letter is to express my interest in reappointment to the Idaho EPSCoR Committee when my current term expires. I have served as both an EPSCoR Committee member and as State Committee Chairman during periods of increasing EPSCoR funding for the State of Idaho. In addition to attending several National EPSCoR, NSF, and EPSCoR Coalition Meetings, I have consistently been involved in providing advice and assistance in the numerous grant proposal development efforts to the various EPSCoR federal agencies. I feel this experience, together with my business experience as past President of Jacklin Seed Company and currently Managing Partner of a family business park gives me an appreciation as to how important research in science, technology, math, and engineering is to our state.

I graduated from Washington State University with a Bachelor’s of Science degree in Seed Physiology and Soil Chemistry and then received an honorary Doctorate Degree from the University of Idaho. Following university graduation, I served as an officer in the US Navy’s Pacific Fleet followed by six years in the Navy Reserve as Commanding Officer of the Naval Training Command’s Center, Spokane, WA.

In summary, I believe my credentials and past business experience as well as EPSCoR, involvement qualifies me for reappointment to the EPSCoR Committee. I have enjoyed my past tenure on the EPSCoR Committee and would look forward to being able to continue contributing to this important effort in the future.

I respectfully request reappointment to the Idaho EPSCoR Committee.

Sincerely,

[Signature]

Doyle W. Jacklin

DWJ/law
Doyle W. Jacklin

Partner, Riverbend Commerce Park
Coeur d’Alene, Idaho

Doyle Jacklin is managing partner in Riverbend Commerce Park, where high-tech tenants assist each other and network together as a casual business association. He graduated from Washington State University with a BS in Agronomy, having a specialization in Seed Physiology and Soil Chemistry, and has an honorary Doctorate of Administrative Science from the University of Idaho. He was past president of Jacklin Seed Company and Simplot Turf and Horticulture Group. Jacklin has served as president, Better Law and Turf Institute; chairman, American Seed Trade Association’s Lawn Seed Division; vice president, USA, Canadian Seed Trade Association; president, Spokane, Washington Kiwanis Club; chairman of the board of directors, Vera Water & Power Company; chairman, University of Idaho’s College of Business and Economics Advisory Board; president, Western Seed Association; and is a member or an officer of numerous other associations. Jacklin served four years aboard a U. S. Naval Pacific Fleet destroyer as operations officer and four years as commanding officer, Military Training Division, of the U. S. Naval Reserve’s Eastern Washington and Northern Idaho Command.
November 24, 2020

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

Dear Dr. Noh:

I am interested in serving on the Idaho EPSCoR State Committee. I will bring to the committee a sincere interest in helping support Idaho EPSCoR’s primary objective of stimulating research in niche areas that can become fully competitive in the disciplinary and multidisciplinary research programs of the National Science Foundation and other relevant agencies. My serving as the Idaho EPSCoR MILES project ISU Co-lead (representing Social Sciences) was not only a great experience, but also educated me on the workings of Idaho EPSCoR. I understand the benefits of these programs, and would be delighted to bring my background and skills to help promote Idaho EPSCoR.

Please find attached my statement of qualifications.

Sincerely-

[Signature]

Donna Lybecker
Acting Vice President for Research
Idaho State University
lybedonn@isu.edu

cc: Rick Schumaker (via email)
November 24, 2020

Re: Evidence of my qualifications to serve on the Idaho EPSCoR State Committee.

Donna Lybecker is the Acting Vice President for Research at Idaho State University. Prior to joining the Office for Research in 2020, Donna Lybecker served as the Chair for the Department of Political Science and the Assistant Dean for the Graduate School. In these roles, Lybecker has worked closely with faculty and students to encourage innovative research and creative endeavors. Lybecker also served as the ISU Co-Science lead (Lead for Social Science) for the previous Idaho EPSCoR MILES grant.

Lybecker has contributed to research and education within Idaho since 2007. During this time, she has published more than 20 peer reviewed articles and book chapters and published two books; regularly submitted grants to government agencies and private foundations, presented at national and international professional conferences and advised and mentored many graduate and undergraduate students. She has focused on interdisciplinary endeavors to connect diverse researchers, with the aim of addressing issues in emerging areas that impact Idaho, the United States, and global communities. Her areas of focus include environmental and science politics in the Western U.S. and Latin America, economic development and the framing of political issues, and the politics of borders.

Outside of ISU, Dr. Lybecker is a member of the United States Environmental Protection Agency’s (USEPA) National Advisory Committee. Her academic background includes a PhD in Political Science from Colorado State University and a master of arts in Political Science from Tulane University.
November 30, 2020

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

Dear Dr. Noh,

I am writing to formally express my interest in becoming a member of the Idaho EPSCoR Committee. I have been recently hired as the Vice President for Research and Economic Development at the University of Idaho. EPSCoR is a very important part of this new position and with that comes a responsibility to help keep Idaho as a very visible EPSCoR state.

Having many years of experience in the research field has given me a great foundation and the knowledge needed to be an active participant on this committee.

Sincerely,

Christopher Nomura
Vice President for Research and Economic Development
**Dr. Christopher T. Nomura** is Vice President for Research and Economic Development and holds an academic appointment as Professor of Biochemistry in the Department of Biological Sciences at the University of Idaho. Prior to his current role at the University of Idaho, he served as the Vice President for Research and Professor of Biochemistry in the Department of Chemistry at the State University of New York College of Environmental Science and Forestry (SUNY ESF). He received his BA in Biology with honors from the University of California at Santa Cruz, where he studied immunology and physiology of elephant seals, and his Ph.D. in Biochemistry, Microbiology, and Molecular Biology at The Pennsylvania State University for his research on cyanobacterial electron transport proteins and gene regulation. From 2001 to 2006, he worked in the internationally recognized Natural Polymer Chemistry laboratory of Prof. Dr. Yoshiharu Doi at the RIKEN Institute in Japan. Dr. Nomura has a multi-disciplinary research group whose interests span the fields of molecular microbiology, microbial physiology, metabolic engineering, synthetic biology, protein engineering, biochemistry, synthetic chemistry, and polymer chemistry with a focus on understanding gene regulation in bacteria and producing sustainable materials. Throughout his academic career, he has published and co-authored more than 70 original articles in refereed scientific journals and book chapters, and holds 4 U.S. Patents. In 2011, he received the SUNY ESF Exemplary Researcher Award for his contributions to the field of biopolymer production and has received special recognition for his mentorship of student researchers. While at SUNY, Dr. Nomura worked with researchers across the SUNY system through the SUNY Networks of Excellence to foster collaborations between SUNY faculty and industry partners. Dr. Nomura’s research programs have been sponsored by NIH, NSF, DOE, USDA, and NYSERDA.

As Vice President for Research and Economic Development (VPRED) at the University of Idaho, Dr. Nomura leads, highlights and works to advance the research programs and economic impacts of university research by leading initiatives to identify research opportunities and ensure that faculty and staff members have access to the resources needed to compete at a high level for extramural funding, and build external collaborative partnerships. As VPRED, he is the Chief Research Officer of the institution and oversees the Office of Research and Economic Development (ORED) which is an umbrella for administrative and technical support functions for the research enterprise at the University of Idaho.
Dear Chair & Members of the Idaho State Board of Education:

I respectfully request re-appointment our EPSCoR committee.

I will always remember the thrill when Laird Noh called to discuss my joining. It was like getting a call from Mt. Olympus—and the work has been great & I’d like to continue.

Background - in a nutshell

After high school in Pocatello I was lucky and accepted to Harvard.

After graduation I was accepted to Law Schools—but got a great job offer from Boise Cascade that took me all over the US for them.

Then to Moscow for a great education in the law. Now with my Law Degree, I headed back to Pocatello to practice law—a great & rewarding experience to work and fight to help our clients solve problems in a reasonable time & at reasonable cost.

I was also lucky to help my profession being elected President of the statewide Idaho Bar Association—and then nationally to be on the Board of the American Bar Association.

I’ve enjoyed public service in the Legislature—being first elected to the House and now starting my third term in the Senate.

For fun I read, ski, travel and proud to have received my pilot’s license.

My wife Eva is the best! And we’ve had four children and now four grandchildren. Some of you may know that Eva was an elected member of the Pocatello City Council for 14 years. My family came to Idaho before 1900 and settled in the Boise region, so I have some roots & great love for Idaho.

Thank you for your consideration- & I only hope that I can live up to Laird’s expectations.

Respectfully,

Mark

Senator Mark Nye
cell: 208-221-6109
December 6, 2020

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

Dear Dr. Noh:

Thank you for inviting me to serve as a member of the Idaho State EPSCoR Committee. I am certainly willing to serve on this important committee once again. The need for Federal assistance for research grants for the sustainability of higher education in the state of Idaho is critical. As we all know Idaho ranks low on a national scale and we need to provide the State Board of Education with individuals that share this vision and have the necessary credentials to move Idaho into a more competitive realm while providing opportunities for our existing undergraduates, graduate students and faculty to succeed in the future.

The State Board of Education, due to reduced revenue may not be in a position to support the faculty of our important University faculty as we go forward in 2021. Already, faculty are being encouraged by their Presidents to take 3-4 months of leave without compensation. The possibility of attenuating tenured faculty’s compensations is also being considered. All of these things together put even more emphasis on the need for Idaho University faculty to obtain funding from external sources including the Federal Government. In my view, the role of Idaho EPSCoR’s endeavors are more important than ever. I am here to help.

In terms of credentials, I have the following:

1. A BA degree in Microbiology from the University of Montana in 1964.
2. A Ph.D. degree in Microbiology from Montana State University in 1967.
3. An MD degree from the University of Utah in 1971.
4. A Residency in Internal Medicine from the University of Utah in 1974
5. A Fellowship in Infectious Diseases from Brooke Army Medical Center in 1977.
6. Assistant Chief of Infectious Diseases Brooke Army Medical Center 1977-1979
8. Chief of Infectious Diseases Veterans Administration Medical Center Boise Idaho 1979-2019

Other Notable Accomplishments include:

1. Assistant Director of the SBOE Higher Education Research Council with General Manning as Director
2. Director of the SBOE Higher Education Research Council for roughly 10 years
4. 2015: I established the Idaho Veterans Research and Education non-profit Foundation
5. 2014: I developed a $10,000,000 State of the Art Basic Science Research Building at the Boise VA Med Center.
6. 2016: Recipient of an NIH grant for a Center of Excellence in Emerging and Re-Emerging Infectious Diseases 2016-2021. ($7,500,000 plus 26% Indirect costs).
7. 2000: Infectious Disease Society Citation Award for research work on group A streptococcal infections.
8. 2019: VA Infectious Disease Award from the VA Infectious Disease Practitioners for Life-Time Achievement.
10. 2018-2021: Director, Idaho INBRE Program Director at the Boise VA Medical Center.

Thank you for considering me for this important position in Idaho EPSCoR.

Sincerely,

Dennis L. Stevens, Ph.D, M.D. FIDSA, FACP
Director, NIH COBRE Center of Excellence in Emerging and Re-Emerging Infectious Diseases
Email: dlsteven@mindspring.com
Cell phone: 208 412 3573
December 2, 2020

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

SUBJECT: Appointment to the Idaho Established Program to Stimulate Competitive Research (EPSCoR) Committee

Dear Dr. Noh:

Please consider this letter as my formal expression of interest in serving as Idaho National Laboratory’s representative on the Idaho EPSCoR Committee. My biography is attached for your reference. If I can answer any questions relating to my interest in the Idaho EPSCoR appointment or my qualifications, please contact me at your convenience. I look forward to working together with the staff and volunteers of the Idaho EPSCoR Committee to stimulate Idaho research.

Sincerely,

Marianne C. Walck, Ph.D., Deputy Laboratory Director  
Science & Technology and Chief Research Officer

MCW:MRR

Attachment

cc: Rick Schumaker
Dr. Marianne Walck
Deputy Laboratory Director for Science and Technology
and Chief Research Officer
Idaho National Laboratory

Dr. Marianne Walck provides strategic leadership, direction, and integration for research, science and technology at Idaho National Laboratory in her role as deputy lab director for Science and Technology and Chief Research Officer. Prior to joining INL in 2019, she was vice president of Sandia National Laboratories’ California laboratory. She has more than 30 years of DOE national laboratory technical leadership experience, including technical program leadership, research leadership, and line, personnel, and site management. As vice president of Sandia’s California laboratory, Dr. Walck was responsible for principal programs including nuclear weapons stewardship; homeland security with a focus on defending against weapons of mass destruction; combustion, transportation, and hydrogen energy research; biology; and advanced computational and information systems. Dr. Walck also served as vice president in charge of Sandia’s Energy and Climate Program, which encompasses a wide variety of energy technology programs including renewable energy systems and energy infrastructure, climate and engineered systems, fossil energy, nuclear and fuel cycle, and transportation energy systems. Earlier, she held a variety of research and management positions at Sandia. She served on the Sandia Research Leadership Team, created and led the Geoscience Research Foundation; was director of the Geoscience, Climate, and Consequence Effects Center; and was director of the Nuclear Energy and Global Security Technologies Center.

Dr. Walck serves on several advisory boards for universities and technical institutes, including the Texas A&M Energy Institute, and is a Senior Fellow of the California Council on Science and Technology. She holds memberships in the American Geophysical Union, the Seismological Society of America, the Association for Women Geoscientists, the American Nuclear Society, and the American Association for the Advancement of Science. She earned Ph.D. and M.S. degrees in geophysics from the California Institute of Technology and a bachelor’s degree in geology/physics from Hope College.

She and her husband have two sons. She volunteers as a mentor, and enjoys judging student science fairs and performing as a violinist in community orchestras.
SUBJECT
Semi-Annual Report of Approved Program Requests

REFERENCE
August 2020 Board accepted semi-annual report

APPLICABLE STATUTE, RULE, OR POLICY

BACKGROUND/DISCUSSION
In accordance with Board Policy III.G.3.c.i.2. and 4.b.i.2., prior to implementation, the Executive Director may approve any new, modification, and/or discontinuation of academic or career technical education programs with a financial impact of less than $250,000 per fiscal year.

Consistent with Board Policy III.G.8.a., the Board office is providing a semi-annual report of academic and career technical program change requests from Idaho's public postsecondary institutions that were approved by the Executive Director between July 1, 2020 and December 31, 2020. A report of program change requests approved by the full Board for the same time period is also included for informational and contextual purposes.

ATTACHMENTS
Attachment 1 – Semi-Annual Report of Approved Program Requests

STAFF COMMENTS
Staff provided an overview of new academic or career technical programs and certificates approved by the Executive Director consistent with Board Policy III.G. This included other instructional activity such as modifications to existing programs. Other non-substantial changes that require notification to the Board office were also included in the report.

BOARD ACTION
I move to accept the Semi-Annual Report of Approved Program Requests approved by the Executive Director.

Moved by ___________ Seconded by ___________ Carried Yes_____ No_____
Semi-Annual Report of Approved Program Requests
July 2020 through January 2021

Total Academic Program Requests Approved by Executive Director

<table>
<thead>
<tr>
<th>Type of Request</th>
<th>Number of Requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>New undergraduate programs</td>
<td>1</td>
</tr>
<tr>
<td>Modifications</td>
<td>15</td>
</tr>
<tr>
<td>Discontinuation</td>
<td>0</td>
</tr>
</tbody>
</table>
### List of Academic Program/Unit Changes Approved by Executive Director

<table>
<thead>
<tr>
<th>Institution</th>
<th>Request Type</th>
<th>Degree/Certificate/Other</th>
<th>Program Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td>New</td>
<td>Bachelor of Science</td>
<td>Computer Systems Engineering</td>
</tr>
<tr>
<td>BSU</td>
<td>Modification</td>
<td>Existing Graduate Certificate</td>
<td>Add online option of User Research</td>
</tr>
<tr>
<td>BSU</td>
<td>Modification</td>
<td>Instructional Unit</td>
<td>Bifurcate existing Department of Communication and Media into two separate departments: Department of Communication and Department of Media</td>
</tr>
<tr>
<td>ISU</td>
<td>Modification</td>
<td>Existing program</td>
<td>Add online option of Master of Physical Education/Athletic Administration program</td>
</tr>
<tr>
<td>ISU</td>
<td>Modification</td>
<td>Existing program</td>
<td>Add online option of Bachelor of Arts/Bachelor of Science in Elementary Education</td>
</tr>
<tr>
<td>Institution</td>
<td>Request Type</td>
<td>Degree/Certificate/Other</td>
<td>Program Title</td>
</tr>
<tr>
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</tr>
<tr>
<td>ISU</td>
<td>Modification</td>
<td>Existing program</td>
<td>Add online option of Bachelor of Arts/Bachelor of Science in Special Education</td>
</tr>
<tr>
<td>ISU</td>
<td>Modification</td>
<td>Existing certificate</td>
<td>Add online option of Diagnostic Medical Sonography</td>
</tr>
</tbody>
</table>
| ISU         | Modification | Existing unit            | Under the Kasiska Division of Health Sciences  
|              |              |                          |  
|              |              |                          | - Change College of Health Professions to College of Health  
|              |              |                          | - Change College of Nursing to School of Nursing  
|              |              |                          | - Change College of Rehabilitation and Communication Sciences to School of Rehabilitation and Communication Sciences |
| ISU         | Modification | Existing unit            | Bifurcate the Department of Informatics and Computer Science as follows:  
|              |              |                          |  
|              |              |                          | - Department of Computer Science within the College of Science and Engineering  
|              |              |                          | - Department of Informatics within the College of Business |
| ISU         | Modification | Existing unit            | Bifurcate current Department of Physics, Nuclear, and Electrical Engineering as follows:  
|              |              |                          |  
|              |              |                          | - Department of Electrical and Computer Engineering  
|              |              |                          | - Department of Nuclear Engineering  
<p>|              |              |                          | - Relocate the Physics Program within the College of Science and Engineering |
| ISU         | Modification | Bachelor of Science      | Change from a Bachelor of Science in Business Administration to a Bachelor of Business Administration |</p>
<table>
<thead>
<tr>
<th>Institution</th>
<th>Request Type</th>
<th>Degree/Certificate/Other</th>
<th>Program Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCSC</td>
<td>Modification</td>
<td>Bachelor of Arts/Bachelor of Science</td>
<td>Add online option of Elementary Education</td>
</tr>
<tr>
<td>LCSC</td>
<td>Modification</td>
<td>Bachelor of Arts/Bachelor of Science</td>
<td>Add online option of Communication Arts</td>
</tr>
</tbody>
</table>
| UI          | Modification | Existing program          | Existing Early Childhood Development and Education  
- Early Childhood is split from Child Development.  
- Created two majors instead of one  
| UI          | Modification | Existing program          | Existing Food and Nutrition  
- Food and Nutrition program will be retained  
- Degree title changed to BS from B.S.F.C.S.  
- Added new Nutritional Science BS major |
| UI          | Modification | Existing program          | Existing Child, Family and Consumer Studies  
- Removed all options under the existing degree  
- Changed degree title from Child, Family and Consumer Studies to Family and Consumer Sciences  
- Converted existing option entitled Family Development Across the Lifespan to a standalone program called Human Development and Family Studies |
### List of Other Academic Program/Unit Changes Notified to Executive Director

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G. prior to implementation.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Request Type</th>
<th>Certificate/Other Academic Program Component</th>
<th>Program Title/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td>New</td>
<td>Graduate Certificate</td>
<td>Bilingual Education, K12</td>
</tr>
<tr>
<td>BSU</td>
<td>New</td>
<td>Graduate certificate</td>
<td>Computational Sciences</td>
</tr>
<tr>
<td>BSU</td>
<td>New</td>
<td>Undergraduate certificate</td>
<td>Health Coaching</td>
</tr>
<tr>
<td>BSU</td>
<td>New</td>
<td>Undergraduate certificate</td>
<td>Environmental Education</td>
</tr>
<tr>
<td>BSU</td>
<td>New</td>
<td>Undergraduate certificate</td>
<td>Environmental History</td>
</tr>
<tr>
<td>BSU</td>
<td>New</td>
<td>Undergraduate certificate</td>
<td>Gender/Women’s History</td>
</tr>
<tr>
<td>BSU</td>
<td>New</td>
<td>Options</td>
<td>Under the Bachelor of Music Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Bow Strings option</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Piano/Guitar option</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Voice option</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Wind/Bass/Percussion option</td>
</tr>
<tr>
<td>BSU</td>
<td>New</td>
<td>Minor</td>
<td>History of War, Conflict and Society</td>
</tr>
<tr>
<td>BSU</td>
<td>New</td>
<td>Minor</td>
<td>History of Law, Justice, and Power</td>
</tr>
<tr>
<td>BSU</td>
<td>New</td>
<td>Minor</td>
<td>History of Faith and Ideology</td>
</tr>
<tr>
<td>BSU</td>
<td>New</td>
<td>Minor</td>
<td>General History with Geographic Focus</td>
</tr>
<tr>
<td>BSU</td>
<td>New</td>
<td>Tracks</td>
<td>Under existing M.A. in History</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Academic track</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Educator track</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Public track</td>
</tr>
<tr>
<td>BSU</td>
<td>Relocate</td>
<td>Existing certificates</td>
<td>Relocate undergraduate certificates in Leadership and Human Relations and Applied Leadership: Growing into a High Impact Leader from College of Innovation and Design to School of Public Service</td>
</tr>
<tr>
<td>BSU</td>
<td>Inactivate</td>
<td>Existing program</td>
<td>Suspend enrollment for Master of Arts in Communication and Master of Science in STEM Education to allow for program assessment.</td>
</tr>
<tr>
<td>Institution</td>
<td>Request Type</td>
<td>Certificate/Other Academic Program Component</td>
<td>Program Title/Description</td>
</tr>
<tr>
<td>-------------</td>
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<td>---------------------------</td>
</tr>
<tr>
<td>BSU</td>
<td>Name Change</td>
<td>Existing graduate certificate</td>
<td>Mathematical Thinking for Instruction to Mathematics Instruction, Learning and Leadership</td>
</tr>
<tr>
<td>BSU</td>
<td>Name Change</td>
<td>Existing program</td>
<td>Under the Ph.D. in Computing program • Computational Science and Engineering emphasis to Computational Mathematics, Science and Engineering</td>
</tr>
<tr>
<td>BSU</td>
<td>Name Change</td>
<td>Existing Administrative unit</td>
<td>Center for School Improvement and Policy Studies to Center for School and Community Partnerships</td>
</tr>
<tr>
<td>BSU</td>
<td>Name Change</td>
<td>Existing program</td>
<td>Bachelor of Arts in Media Arts to Bachelor of Arts in Integrated Media and Strategic Communication</td>
</tr>
<tr>
<td>BSU</td>
<td>Name Change</td>
<td>Existing emphases</td>
<td>Under the Bachelor of Science in Kinesiology • Exercise Science to Human Performance and Exercise Science • Biomechanics to Neuromechanical Science • Pre-Athletic Training to Rehabilitation Science</td>
</tr>
<tr>
<td>BSU</td>
<td>Name Change</td>
<td>Existing emphases</td>
<td>Under the Bachelor of Arts in Global Studies Sustainable Futures to Global Environment International Relations to International Governance and Development</td>
</tr>
<tr>
<td>BSU</td>
<td>Name Change</td>
<td>Existing emphasis</td>
<td>Under the Bachelor of Fine Arts in Visual Art • Interdisciplinary Art Studio to Time-Based Art</td>
</tr>
<tr>
<td>BSU</td>
<td>Name Change</td>
<td>Existing unit</td>
<td>Change the name of their Institute for STEM and Diversity Initiatives to the Institute for Inclusive and Transformative Scholarship</td>
</tr>
<tr>
<td>ISU</td>
<td>New</td>
<td>Graduate certificate</td>
<td>Secure Cyber Operations</td>
</tr>
<tr>
<td>ISU</td>
<td>New</td>
<td>Graduate certificate</td>
<td>Rural Health</td>
</tr>
<tr>
<td>ISU</td>
<td>New</td>
<td>Undergraduate certificate</td>
<td>Professional Sales</td>
</tr>
<tr>
<td>Institution</td>
<td>Request Type</td>
<td>Certificate/Other Academic Program Component</td>
<td>Program Title/Description</td>
</tr>
<tr>
<td>-------------</td>
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<td>----------------------------</td>
</tr>
<tr>
<td>ISU</td>
<td>New</td>
<td>Certificate</td>
<td>Computer Science Cybersecurity</td>
</tr>
<tr>
<td>ISU</td>
<td>New</td>
<td>Certificate</td>
<td>Addiction Studies</td>
</tr>
<tr>
<td>ISU</td>
<td>New</td>
<td>Certificate</td>
<td>Financial Literacy</td>
</tr>
<tr>
<td>ISU</td>
<td>New</td>
<td>Certificate</td>
<td>Online, Special Education Director Endorsement Certificate</td>
</tr>
<tr>
<td>ISU</td>
<td>New</td>
<td>Certificate</td>
<td>Online, Idaho K-12 Principal Endorsement Certificate</td>
</tr>
<tr>
<td>ISU</td>
<td>New</td>
<td>Minor</td>
<td>Healthy Aging</td>
</tr>
<tr>
<td>ISU</td>
<td>New</td>
<td>Minor</td>
<td>Pre-Physician Assistant</td>
</tr>
<tr>
<td>ISU</td>
<td>Discontinue</td>
<td>Minor</td>
<td>Marketing</td>
</tr>
<tr>
<td>ISU</td>
<td>Modification</td>
<td>Existing program</td>
<td>Relocate Computer Aided Design Drafting Technology and Computerized Machining Technology from the Technical Department to the Trade and Industrial Department</td>
</tr>
<tr>
<td>ISU</td>
<td>Modification</td>
<td>Existing program</td>
<td>Relocate Aircraft Maintenance Technology from the Trade and Industrial Department to the Technical Department.</td>
</tr>
<tr>
<td>ISU</td>
<td>Modification</td>
<td>Existing program</td>
<td>Add a 16-month part time option to the existing Diagnostic Medical Sonography certificate</td>
</tr>
<tr>
<td>UI</td>
<td>Modification</td>
<td>Instructional Unit</td>
<td>Relocate Confucius Institute from Strategic Enrollment Management to the College of Letters, Arts and Social Sciences</td>
</tr>
<tr>
<td>UI</td>
<td>Inactivate</td>
<td>Existing program</td>
<td>Suspend enrollment for the Executive Master of Business Administration to allow for program assessment.</td>
</tr>
<tr>
<td>UI</td>
<td>Name Change</td>
<td>Existing program</td>
<td>Bachelor of Science in Family and Consumer Sciences in Apparel, Textiles, and Designs to a Bachelor of Science in Apparel, Textiles, and Design</td>
</tr>
</tbody>
</table>
Career Technical Program Requests Approved by Executive Director

<table>
<thead>
<tr>
<th>Institution</th>
<th>Request Type</th>
<th>Degree/Certificate/Other</th>
<th>Program Title/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEI</td>
<td>Modification</td>
<td>Specialized Certificate</td>
<td>Change from a Basic Technical Certificate to a Specialized Certificate in Information Assurance and Cybersecurity</td>
</tr>
<tr>
<td>CSI</td>
<td>Modification</td>
<td>Existing program</td>
<td>Convert the Heavy Equipment/Ag program option from the Diesel Technology program into a stand-alone program. The program will offer an Associate of Applied Science and an Intermediate Technical Certificate</td>
</tr>
<tr>
<td>CSI</td>
<td>New</td>
<td>Basic Technical Certificate</td>
<td>Retail Management</td>
</tr>
<tr>
<td>CSI</td>
<td>New</td>
<td>Basic Technical Certificate</td>
<td>Residential Construction</td>
</tr>
<tr>
<td>Institution</td>
<td>Request Type</td>
<td>Degree/Certificate/Other</td>
<td>Program Title/Description</td>
</tr>
<tr>
<td>-------------</td>
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<td>--------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>CWI</td>
<td>Consolidate</td>
<td>Electrical, HVAC, and Plumbing emphases</td>
<td>Associate of Applied Science in Applied Technology and Apprenticeship</td>
</tr>
<tr>
<td>CWI</td>
<td>Inactivate</td>
<td>Existing program</td>
<td>Inactivate the Intermediate Technical Certificate in Surgical Technology</td>
</tr>
<tr>
<td>LCSC</td>
<td>Modification</td>
<td>Associate of Applied Science Advanced Technical Certificate</td>
<td>Accounting Assistant (addition of online option)</td>
</tr>
<tr>
<td>NIC</td>
<td>New</td>
<td>Basic Technical Certificate</td>
<td>Fire Service Technology</td>
</tr>
<tr>
<td>NIC</td>
<td>Discontinue</td>
<td>Associate of Applied Science Advanced Technical Certificate</td>
<td>Web Design</td>
</tr>
</tbody>
</table>
| NIC         | Modification | Existing program         | Merge Graphic Design and Web Design programs into a new program titled Graphic and Web Design.  
  - Program will offer Associate of Applied Science, Advanced Technical Certificate, and Intermediate Technical Certificate |
List of Other CTE Program Changes Notified to Executive Director
The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G. prior to implementation.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Request Type</th>
<th>Certificate/Other Academic Program Component</th>
<th>Program Title/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEI</td>
<td>Name change</td>
<td>Existing program</td>
<td>Web and Application Development to Digital Media Specialist</td>
</tr>
<tr>
<td>LCSC</td>
<td>Modification</td>
<td>Existing programs</td>
<td>Relocate Applied Accounting and Business Management Marketing programs to the Business Division</td>
</tr>
<tr>
<td>NIC</td>
<td>Name change</td>
<td>Existing program</td>
<td>Collision Repair Technology to Autobody and Paint Technology</td>
</tr>
<tr>
<td>NIC</td>
<td>Expansion</td>
<td>Associate of Applied Science</td>
<td>Dental Hygiene – added Lewis-Clark State College as an additional distance learning location for the purposes of offering the program</td>
</tr>
<tr>
<td>NIC</td>
<td>Name change</td>
<td>Existing program</td>
<td>Computer Aided Design Technology-Mechanical program to Mechanical Design Engineering Technology.</td>
</tr>
</tbody>
</table>
### List of Academic Program/Unit Changes Approved by the Board

<table>
<thead>
<tr>
<th>Institution</th>
<th>Request Type</th>
<th>Degree/Certificate/Other</th>
<th>Program Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td>New</td>
<td>Master of Public Health</td>
<td>Master of Public Health</td>
</tr>
<tr>
<td>BSU</td>
<td>Discontinue</td>
<td>Master’s</td>
<td>Master of Health Science</td>
</tr>
<tr>
<td>BSU</td>
<td>New</td>
<td>Administrative unit</td>
<td>Institute of Pervasive Cybersecurity</td>
</tr>
<tr>
<td>LCSC</td>
<td>New</td>
<td>Graduate Certificate</td>
<td>Nursing Management and Leadership</td>
</tr>
<tr>
<td>UI</td>
<td>Discontinue</td>
<td>Master of Science</td>
<td>Bioregional Planning and Community Design</td>
</tr>
<tr>
<td>UI</td>
<td>Discontinue</td>
<td>Master of Arts</td>
<td>Philosophy</td>
</tr>
<tr>
<td>UI</td>
<td>Discontinue</td>
<td>Master of Science</td>
<td>Rehabilitation Counseling and Human Services</td>
</tr>
<tr>
<td>UI</td>
<td>Discontinue</td>
<td>Master’s</td>
<td>Master of Laws</td>
</tr>
<tr>
<td>UI</td>
<td>New</td>
<td>Master of Science</td>
<td>Dietetics</td>
</tr>
</tbody>
</table>
SUBJECT
Data Management Council Appointments

REFERENCE


August 2018  The Board appointed Dale Pietrzak and Dianna J. Renz to the Data Management Council.

April 2019  The Board appointed Scott Thomson and Grace L. Anderson to the Data Management Council.

February 2020  The Board appointed Marcia Grabow to the Data Management Council.

April 2020  The Board reappointed Matthew Rauch, Georgia Smith, and Dianna Renz to the Data Management Council. The Board appointed Chris Bragg to the Data Management Council.

August 2020  The Board appointed Leslie Odom and Kevin Whitman to the Data Management Council. Additionally, The Board approved the first reading of Board Policy I.O., shifting one position from the Department of Education to the Office of the State Board of Education to align with the move of the ISEE data system and adding one at-large member.

October 2020  The Board approved the second reading of Board Policy I.O.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.O.

BACKGROUND/DISCUSSION
The Data Management Council (Council) was established by the Board pursuant to Board policy I.O. to make recommendations to the Board on the oversight and development of Idaho’s Statewide Longitudinal Data System (SLDS) and to oversee the creation, maintenance and usage of said system. Section 33-133, Idaho Code, defines the state “data system” to include the state’s elementary, secondary, and postsecondary longitudinal data. The SLDS consists of three areas of data and is referred to as EASI (the Education Analytics System of Idaho). EASI is a P-20W system consisting of P-12, postsecondary, and workforce data. The P-12 data is commonly referred to as the Idaho System for Educational Excellence (ISEE), the postsecondary data is referred to as the Postsecondary Measures of Academic Progress (PMAP), and the labor data managed by the Department of Labor is referred to as the Idaho Labor Market Information (ILMI).

There are 13 seats on the Council representing the following constituencies:
a. Two representatives from the Office of the State Board of Education;
b. Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution;
c. One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented above;
d. One representative from the State Department of Education;
e. Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district;
f. One representative from the Division of Career Technical Education;
g. One representative from the Department of Labor;
h. One at-large member.

Appointments are made for two year terms, commencing on July 1st.

Chris Campbell, current Chief Technology Officer for the Office of the State Board of Education (OSBE), was nominated to fill the second seat representing OSBE. Mr. Campbell had previously served on the Council in his role with the State Department of Education (SDE).

At its December 2020 meeting, the Data Management Council discussed how the new at-large position could best be filled and agreed to ask the Board to re-appoint Todd King. Subsequently, this decision was ratified by an email vote. As with Mr. Campbell, Mr. King had previously served on the Council in his role with SDE. With the legislative transfer of the ISEE portion of the data system to OSBE, Mr. King could no longer serve in his original capacity as a representative of SDE.

IMPACT
Appointment of these individuals will result in all seats on the Data Management Council being filled.

ATTACHMENTS
Attachment 1 – Current Data Management Council Membership
Attachment 2 – Statement of Interest from Mr. Chris Campbell
Attachment 3 – Statement of Interest from Mr. Todd King

BOARD STAFF COMMENTS AND RECOMMENDATIONS
Pursuant to Board Policy I.O. the Council must nominate candidates for Board consideration not less than 60 days prior to the expiration of the term or within 30 day after a vacancy. Recommendations are required to include letters of interest and biographical information of the candidates. Nominations for open appointments require the Council to solicit nominations from all constituency groups.
For the vacant seats, Board staff reached out to the postsecondary institutions to solicit applicants. Board staff emailed the Institutional Research Offices of the postsecondary institutions to notify them of the opening and to ask interested parties to apply. There was one application received for the postsecondary institution representative. Board staff also contacted SDE to request new representatives.

Both individuals being considered for reappointment have been active members of the Council and have expressed an interest in continuing to serve.

Staff recommends approval.

BOARD ACTION
I move to approve the appointment of Chris Campbell to the Data Management Council as a representative from the Office of the State Board of Education for a term commencing immediately and ending June 30, 2023.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve the appointment of Todd King to the Data Management Council as the at-large representative for a term commencing immediately and ending June 30, 2023.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Institution/Office</th>
<th>Term</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the State Board of Education</td>
<td>Dr. Cathleen McHugh</td>
<td>Chief Research Officer, Idaho State Board of Education</td>
<td>July 1, 2019 – June 30, 2021</td>
<td>Member since 2018</td>
</tr>
<tr>
<td></td>
<td>Vacant</td>
<td>Office of the State Board of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Postsecondary Institution</td>
<td>Dr. Grace Anderson</td>
<td>Director of Institutional Research, Lewis-Clark State College</td>
<td>July 1, 2019 – June 30, 2021</td>
<td>Member since 2019</td>
</tr>
<tr>
<td></td>
<td>Vacant</td>
<td>Public Postsecondary Institution – Four-year Institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tami Haft</td>
<td>Registrar/Director of Admissions – Enrollment Services, North Idaho College</td>
<td>July 1, 2019 - June 30, 2021</td>
<td>Member since 2011</td>
</tr>
<tr>
<td></td>
<td>Vacant</td>
<td>Public Postsecondary Institution Registrar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-12 School District - Rural</td>
<td>Scott Thomson</td>
<td>Executive Director, North Idaho STEM Charter Academy</td>
<td>July 1, 2019 - June 30, 2021</td>
<td>Member since 2019</td>
</tr>
<tr>
<td></td>
<td>Matthew Rauch</td>
<td>Kuna School District</td>
<td></td>
<td>Member since 2015</td>
</tr>
<tr>
<td></td>
<td>Vacant</td>
<td>K-12 School District - Urban</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-12 School District - Rural</td>
<td>Dr. Marcia Grabow</td>
<td>Data and Assessment Coordinator, Blaine County School District</td>
<td>July 1, 2019 - June 30, 2021</td>
<td>Member since 2020</td>
</tr>
<tr>
<td></td>
<td>Kevin Whitman</td>
<td>Director for Assessment and Accountability, Idaho State Department of Education</td>
<td>August 26, 2020 – June 30, 2022</td>
<td>Member since 2020</td>
</tr>
<tr>
<td></td>
<td>Vacant</td>
<td>State Department of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division of Career Technical Education</td>
<td>Heather Luchte</td>
<td>Director, Performance Management, Division of Career Technical Education</td>
<td>July 1, 2019 - June 30, 2021</td>
<td>Member since 2014.</td>
</tr>
<tr>
<td></td>
<td>Georgia Smith</td>
<td>Deputy Director of Communications, Research and Determination Services, Idaho Department of Labor</td>
<td>August 26, 2020 – June 30, 2022</td>
<td>Member since 2014.</td>
</tr>
<tr>
<td></td>
<td>Vacant</td>
<td>Department of Labor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-Large Representative</td>
<td>Vacant</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cathleen,

Please consider this email as my letter of interest for being reappointed to the Data Management Council in my new position as Chief Technology Officer at the Office of the State Board of Education. Thank you for all of your effort put into continuing this work.

Christopher Campbell
Chief Technology Officer

650 W. State St.
Boise, ID 83720
Tel: 208.332.6970
cacampbell@sde.idaho.gov
boardefed.idaho.gov
Hi Cathleen,

If there is an open seat on the DMC, which I may be well-suited to fulfill, please accept this email as my request to be considered as a candidate to rejoin.

Thank you.

Todd M. King
Education Data Systems Reporting Manager
208.332.6937 (office)
tking@sde.idaho.gov

650 W. State St. #307
Boise, ID 83720-0037

www.boardofed.idaho.gov

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT
   Emergency Provisional Certificate Approvals

REFERENCE
   February 2020  Board approved thirty-six (36) provisional certificates for the 2019-20 school year.
   April 2020    Board approved twenty-four (24) provisional certificates for the 2019-20 school year.
   June 2020     Board approved two (2) provisional certificates for the 2019-20 school year.
   August 2020   Board approved one (1) provisional certificates for the 2020-21 school year.
   December 2020 Board reviewed fifteen (15) provisional certificates for the 2020-21 school year. Fourteen (14) applications were approved and one (1) application was not approved.

APPLICABLE STATUTE, RULE, OR POLICY
   Sections 33-1201 and 33-1203, Idaho Code

BACKGROUND/DISCUSSION
   Fifty-Two (52) emergency provisional applications were received by the State Department of Education from the school districts and charter schools listed below. Emergency provisional certificate applications allow a school district or charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification and endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district. Historical provisional certification status has been added to candidates that have received provisional approvals in prior years, as there is nothing in Idaho Code that prohibits multiple provisional certificates.

American Heritage Charter School #482
   Applicant Name: Breanna Luker
   Content & Grade Range: All Subjects K-8
   Summary of Recruitment Efforts: There was one candidate and one interview. The school had a late retirement this year and needed to find a replacement quickly. The retirement notification came in the week before school began.

Blackfoot School District #55
Applicant Name: Emily Abercrombie
Content & Grade Range: All Subjects K-8
Declared Emergency: June 25, 2020 Blackfoot School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: The district has vacancies in special education. On March 9th, The school district advertised for elementary special education teachers. On April 20, when the committee conducted interviews there were only four applicants, one declined the interview, one accepted a job and soon after declined the offer. The committee had two remaining candidates and the committee chose Emily. She has experience with accommodations for students with disabilities. She is currently enrolled at Western Governor’s University (WGU) in an elementary education program.

Boise Independent School District #1
Applicant Name: Karen Antram
Content & Grade Range: All Subjects K-8
Certified: English 6-12, Literacy K-12 and Librarian K-12
Declared Emergency: September 14, 2020 Boise Independent School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were no applicants, nor interviews. Due to enrollment shifts from the traditional brick and mortar schools to the online program and the current financial situation, all Reading Specialist in the Boise School District were reassigned to traditional classroom teaching positions. Ms. Antram’s position was reassigned from Reading Specialist to an elementary teacher for the 2020-21 school year only. Next year, she will be reassigned as a Reading Specialist.

Boise Independent School District #1
Applicant Name: Mitzi Cannon
Content & Grade Range: Family Consumer Science 6-12
Certified: 3-year Interim certificate for Biological Science 6-12 and Health 6-12
Declared Emergency: September 14, 2020 Boise Independent School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were four applicants and one interview. By the time this position was open, one had already accepted another job in a neighboring district and the other did not return calls for an interview. Ms. Cannon was the only candidate interviewed. She was selected for an interview from the district Health Teacher pool because there is some overlap with Health content and Family Consumer Sciences content. Reviewed by Kristi Enger prior to review by the Professional Standards Commission.


Boise Independent School District #1
Applicant Name: Chris Lewis
Content & Grade Range: Career Technical Education – Television Production/Broadcasting 6-12 and Career Technical Education – Graphic Arts/Journalism 6-12
Degree: BA, Management, 5/2013
Declared Emergency: September 14, 2020 Boise Independent School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: Teacher requested a year leave of absence right before the school year started. The position was posted and only had applicants apply. The first candidate that was hired resigned after accepting the job. Reviewed by Kristi Enger prior to review by the Professional Standards Commission.


Boise Independent School District #1
Applicant Name: Austin Sparks
Content & Grade Range: Physical Education 6-12 and Health 6=12
Degree: BS, Culinary Arts and Food Service Management, 5/2012
Declared Emergency: September 14, 2020 Boise Independent School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 34 candidates and one interview. Mr. Sparks was a current employee of the Boise School District, working in a classified position. He was hired into a certified position due to an emergency situation of enrollments exceeding capacity. While the district originally had 34 candidates in their system that could teach these subjects, by the time they were hiring, most had already taken a position elsewhere. He is in the process of getting his certification to teach Physical Education and Health in the State of Arizona. Once he gets certified in Arizona, he will be able to apply for reciprocity in Idaho. Since Austin still needs to take one test to get his Arizona Certification, the school district thought it was best to apply for a Provisional Emergency Certificate to make sure that he was able to hold the position for this year, while completing the steps to get certified in Idaho.

### Bonneville Joint School District #93
**Applicant Name:** Kayla Martens  
**Content & Grade Range:** School Counselor K-12  
**Degree:** MA, Clinic Mental Health Counseling in progress, BA, General Studies – Child Development, 12/2016  
**Declared Emergency:** May 13, 2020 Bonneville Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year.  
**Summary of Recruitment Efforts:** There were nine applicants and five interviews. The school district had an open counseling position late in the spring of 2020. The district had one certified applicant that rated the lowest of all of our interviewees in terms of what we were looking for and how that person would fit with our student and faculty. Ms. Martens had worked with a student at the high school level and did well on the interview. She is researching programs that will lead to a School Counselor certification.  

### Boundary County School District #101
**Applicant Name:** Elizabeth Racer  
**Content & Grade Range:** School Social Worker K-12  
**Degree:** BA, Social Work, 5/2020  
**Declared Emergency:** August 17, 2020 Boundary County School District Board of Trustees declared an emergency exists for the 2020-21 school year.  
**Summary of Recruitment Efforts:** There was one applicant and one interview. The candidate applied for admittance to Boise State University (BSU) but the cohort was full and she was denied. Candidate applied to Campbellsville University in Kentucky. She is completing coursework online to receive a Masters in Social Work degree. She will apply to BSU each semester to try to get acceptance into the cohort. The community is in a state of emergency due to COVID and social/emotional mental health issues, it was imperative that we have a school social worker/counselor. The school district did not have any other applicants for this position.  
**PSC Review:** The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Boundary County School District’s request for Elizabeth Racer without reservation.

### Caldwell School District #132
**Applicant Name:** Kaylee Green  
**Content & Grade Range:** All Subjects K-8  
**Degree:** BA, Psychology, 5/2017
Declared Emergency: August 24, 2020 Caldwell School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 19 applicants and three interviews. The original teacher submitted a late resignation notice due to COVID. Qualified candidates were difficult to find in August.


Caldwell School District #132
Applicant Name: Zuri Meehan
Content & Grade Range: All Subjects K-8
Degree: MA, Teaching, 7/2020
Declared Emergency: October 26, 2020 Caldwell School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 20 applicants and five interviews. The original teacher submitted their resignation in August. The position was posted.


Caldwell School District #132
Applicant Name: Kayle Niska
Content & Grade Range: All Subjects K-8
Degree: 144 credits
Declared Emergency: September 14, 2020 Caldwell School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were four applicants and one interview. The Science teacher was assigned to another position. Two of the new hires were accepted and later declined after realizing it was a reduced contract. School was getting ready to begin, so the school district needed to fill the position quickly.


Caldwell School District #132
Applicant Name: Zachary Strong
Content & Grade Range: English 6-12
Degree: BA, Social Science, 8/2020
Declared Emergency: October 12, 2020 Caldwell School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were three applicants and two interviews. The school district had a teacher retire September 30, 2020. Zachary is enrolled in ABCTE, but did not qualify on the Board approved mastery assessment.

**Cambridge School District #432**  
**Applicant Name:** Keith Davis  
**Content & Grade Range:** Physical Education 6-12  
**Certified:** 3-year interim certificate for Math 5-9, English 6-12, Social Studies 6-12, Mathematics – Basic 6-12 and Health 6-12  
**Declared Emergency:** August 31, 2020 Cambridge School District Board of Trustees declared an emergency exists for the 2020-21 school year.  
**Summary of Recruitment Efforts:** This is a single class period the school district did not advertise for the position. With the holdback of funding this year, and uncertainty for next year, the school district did not feel it was responsible financially to hire another teacher. This was a last minute decision to start this school year, which did not give time to advertise the position either. Mr. Davis was willing to step in and help out this year.


**Cambridge School District #432**  
**Applicant Name:** James DeVries  
**Content & Grade Range:** English 6-12  
**Certified:** 3-year interim certificate for English 6-12 and Social Studies 6-12  
**Declared Emergency:** October 19, 2020 Cambridge School District Board of Trustees declared an emergency exists for the 2020-21 school year.  
**Summary of Recruitment Efforts:** There were two applicants and two interviews. The school district has multiple teachers out on leave. They had to fill the position very quickly as the school year had already started when the English teacher requested leave. It is difficult to get applicants due to the remote area. Mr. DeVries is a retired teacher with a lot of experience teaching high school language arts. The other applicant for this position was certified in English and math. Due to the sudden vacancy in math, the other applicant was hired for that position.  


**Cambridge School District #432**  
**Applicant Name:** Marie Midgley  
**Content & Grade Range:** Journalism 6-12  
**Certified:** Biological Science 6-12  
**Declared Emergency:** October 19, 2020 Cambridge School District Board of Trustees declared an emergency exists for the 2020-21 school year.  
**Summary of Recruitment Efforts:** There were no applicants, nor interviews. This is a stand-alone course. Mrs. Midgley has agreed to teach it this year.
CONSENT
FEBRUARY 17, 2021


Cassia County Joint School District #151
Applicant Name: Ashley Bedke
Content & Grade Range: All Subjects K-8
Degree: BA, Interdisciplinary Studies, 12/2016
Declared Emergency: July 16, 2020 Cassia County Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were four applicants and four interviews. Ashley seemed to be the most qualified for the position. She is enrolled in ABCTE, but did not qualify on the Rubric.

Filer School District #413
Applicant Name: Thomas Crozier
Content & Grade Range: Teacher Librarian K-12
Degree: BA, Communications, 5/2019
Declared Emergency: October 19, 2020 Filer School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There was two applicants and one interview. The school district started the year with a veteran teacher in place. After two weeks into the year, the veteran teacher presented the district with a letter of retirement due to her health concerns over COVID. The district has no other certified teacher librarians on staff. Therefore, this emergency situation led to the hire of Mr. Crozier.

Forge International School #528
Applicant Name: Amy Kirschner
Content & Grade Range: All Subjects K-8
Degree: MA, Special Education, 5/1998
Declared Emergency: October 19, 2020 Forge International School Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were no applicants nor interviews. The original assigned teacher was reassigned due to COVID issue.
Hansen School District #415
Applicant Name: Brandi Stimpson
Content & Grade Range: All Subjects K-8
Degree: 57 credits
Declared Emergency: August 27, 2020 Hansen School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were no applicants and one interview. Mrs. Stimpson currently works for Hansen School District as an aide and has started working towards her associate's degree at the College of Southern Idaho in fall 2019.

Jefferson County Joint School District #251
Applicant Name: Heather Cooper
Content & Grade Range: School Counselor K-12
Degree: BS, Psychology, 8/2004
Summary of Recruitment Efforts: There were 10 applicants with Master's Degrees and two interviews. Most of the applicant only wanted a full-time position when called to interview. The position was filled with a different applicant who then resigned from filling the position right before school started. Heather was hired due to being a good fit for the alternative school, being willing to get certified in school counseling and wanting a part-time position.

Jefferson County Joint School District #251
Applicant Name: Kelsi Sidwell
Content & Grade Range: Speech-Language Pathologist
Degree: BS, Communication Disorders and Deaf Education, 4/2020
Declared Emergency: August 12, 2020 Jefferson County Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There was one applicant and one interview. Ms. Sidwell was the only candidate that was considered for this position as she was the only applicant at the time. She is currently working under the license of another certificated speech-language pathologist. She has applied to two different Master's programs, but was rejected by both at this time due to various reasons. The district kept these positions open most of the year and actively recruited, but still have difficulty filling them. The rural nature of the district also contributes to the lack of candidates, especially qualified ones.

**Jerome Joint School District #261**

**Applicant Name:** Jared Soreson  
**Content & Grade Range:** Career Technical Education – Technology Education and Career Technical Education – Business Technology Education  
**Degree:** BS, Organizational Management, 5/2013  
**Declared Emergency:** August 7, 2020 Jerome Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year.

**Summary of Recruitment Efforts:** There were two applicants and one interview. The position became available in June 2020, leaving only two months to fill a position that requires technical graphics and photography skills along with knowledge of teaching and classroom management. Of the two applicants, one had already secured a position. Mr. Sorenson was hired, as he has knowledge of photography and has taught in a classroom for several years, but lacks proper certification and endorsement. He intends to teach Career Technical Business courses next year, as there is an opening in the district for that hard to fill position and his education plan was established for that endorsement.


**Joint School District (West Ada) #2**

**Applicant Name:** Brittany Streicher  
**Content & Grade Range:** Speech-Language Pathologist  
**Degree:** BS, Speech and Hearing Science, 5/2014  
**Declared Emergency:** September 22, 2020 Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year.

**Summary of Recruitment Efforts:** There were nine other applicants for speech-language pathologist (SLP) positions. Four were hired in district, four were hired elsewhere and one declined the position. Brittany has preparation to work as an SLP because, in addition to her degree in Speech & Hearing Science, she has worked one year as an SLP-Assistant in the West Ada School District. Brittany's goal is to obtain admission into an SLP preparation program in order to earn her Master's in Speech-Language Pathology.

Kimberly School District #414
Applicant Name: Jennifer Torgesen
Content & Grade Range: English 6-12
Certified: Social Studies 6/2012
Declared Emergency: July 22, 2020 Kimberly School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: Jennifer was assigned to teach Debate by the former Principal. A new Principal was hired this year and told Jennifer this is the last year she has to teach Debate. Next year he will find a replacement for her as her personal life with a small disabled child does not allow her the time needed to commit to Debate outside of school hours. Since she was assigned this position for the year, however, since the new Principal informed Jennifer she does have to continue teaching Debate she does not intend to complete certification requirements for English which would certify her for this position. The district chose to change the application to a Provisional Certificate request to get through this year with the intention of hiring a certified Debate teacher for next year.


Lake Pend Oreille School District #84
Applicant Name: Michelle Adams
Content & Grade Range: All Subjects K-8
Degree: 67.79 credits
Declared Emergency: October 27, 2020 Lake Pend Oreille School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were three applicants and two interviews. The only qualified applicant accepted and had to rescind her acceptance for personal reasons.

Lakeland Joint School District #272
Applicant Name: Scott Siebert
Content & Grade Range: All Subjects K-8
Certified: Physical Education K-12 and Health K-12
Declared Emergency: September 8, 2020 Lakeland Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were no applicants nor interviews. In the middle of August the school had a veteran teacher vacate their contract due to COVID. The school could no longer provide Physical Education in which Scott Siebert taught. Because of the late opening and that Mr. Seibert had a renewable contract, they moved him into that position. There is a possibility he will seek a K-8 endorsement.

Minidoka County Joint School District #331
Applicant Name: Emily Armstrong
Content & Grade Range: All Subjects K-8
Degree: 48 credits
Declared Emergency: August 17, 2020 Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were four applicants and four interviews. Emily is working on her teaching degree through Western Governor’s University. She is expected to receive her BA this spring.


Minidoka County Joint School District #331
Applicant Name: Justin Burch
Content & Grade Range: Physical Science 5-9
Degree: BS, Exercise Physiology, 7/2019
Declared Emergency: October 19, 2020 Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were two applicants and one interview. The previous teacher turned in his resignation September 19, 2020 and that was also his last day of work. The position was posted that day and stayed open until September 24, 2020. Justin is planning on taking ABCTE to gain his certification with a Physical Science endorsement. He will be graduating with his Master's in Mental Health and Wellness this winter.


Minidoka County Joint School District #331
Applicant Name: Taylor Gee
Content & Grade Range: All Subjects K-8
Degree: AA, Education – Early Childhood, 12/2018
Declared Emergency: May 18, 2020 Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were 16 applicants and four interviews for three positions. Only three applicants were certified. Of the three certified, two had bad references and one did not return phone calls for an interview. All other applicants were scored on the rubric for interviews after references were called (most applicants did not respond for the interview process). The top three were offered positions after interviews. Taylor is now enrolled in the Boise State
University program and will obtain her BA in the spring 2021 and her MA in spring 2022.

**PSC Review:** The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Minidoka County Joint School District’s request for Taylor Gee without reservation.

**Moscow School District #281**
**Applicant Name:** Kathy Baxter  
**Content & Grade Range:** Economics 6-12  
**Degree:** English 6-12, American Government/Political Science 6-12 and History 6-12  
**Declared Emergency:** October 28, 2020 Moscow School District Board of Trustees declared an emergency exists for the 2020-21 school year.  
**Summary of Recruitment Efforts:** There were six out-of-district applicants and one in district applicant and one interview. Ms. Baxter teaches Language Arts, History, Government and Economics at Paradise Creek Regional High School (alternative high school). Ms. Baxter is not currently certified to teach Economics. She took the Praxis exam for Economics in June 2020 and missed the passing score by one point. An Economics course is scheduled at PCRHS during second semester, 2021. The District is requesting the Emergency Provisional certificate as a safeguard in the event Ms. Baxter does not pass the Praxis when she takes it when it offered during the 2020-21 school year.  

**Mountain View School District #244**
**Applicant Name:** Katrena Hauger  
**Content & Grade Range:** Social Studies 6-12  
**Degree:** Physical Education K-12 and Health K-12  
**Declared Emergency:** September 21, 2020 Mountain View School District Board of Trustees declared an emergency exists for the 2020-21 school year.  
**Summary of Recruitment Efforts:** There were no applicants nor interviews. This position was not advertised due to it only being for certain periods of the day. Ms. Hauger was the only teacher available to teach this particular period of the day.  

**Mountain View School District #244**
**Applicant Name:** Kolby Krieger  
**Content & Grade Range:** Mathematics 6-12  
**Certified:** All Subjects K-8  
**Declared Emergency:** September 21, 2020 Mountain View School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were two applicants and two interviews. The school district hired a K-8 teacher because that is an easier position to fill. This teacher took over Mr. Krieger's K-8 classes so he could fill in the secondary math position, which led to him applying for this application.


Mountain View School District #244
Applicant Name: Kaleigh Poxleitner
Content & Grade Range: Health 5-9
Certified: English 6-12
Declared Emergency: September 21, 2020 Mountain View School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. This position was not advertised due to it only being periods of the day. Ms. Poxleitner was the only teacher available to teach this particular period of the day.


Nampa School District #131
Applicant Name: Jason DeBie
Content & Grade Range: Mathematics 6-12
Certified: Social Studies 6-12 and Physical Education K-12
Declared Emergency: August 31, 2020 Nampa School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: The Nampa School District has experienced a decrease in student enrollment for the 2020-21 school year. The District has made every effort to maintain their current teaching staff. In order to do this and to provide for the needs of the students, the school asked Mr. DeBie to teach two sections of Personal Finance since there were no teachers with a math and business endorsement and the school had over 100 students signed up for the class already in the master schedule. The school did not post this position or seek to hire an external candidate since this is only for two periods of instruction.


Oneida School District #351
Applicant Name: Janey Bredwick
Content & Grade Range: All Subjects K-8
Degree: BS, Human Services/Management, 10/2012
Declared Emergency: August 15, 2020 Oneida School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were 100 applicants and 100 interviews. Due to the growth of the virtual school from COVID-19, more teachers were needed. Janey is enrolled in ABCTE, but did not qualify on the Board approved mastery assessment.


Oneida School District #351
Applicant Name: Marley Bunnell
Content & Grade Range: All Subjects K-8
Degree: BS, Elementary Education, 4/2011
Declared Emergency: December 19, 2020 Oneida School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 150 applicants and 150 interviews. While waiting for Marley to receive her plan from BYU-I, she resigned for personal family reasons.


Oneida School District #351
Applicant Name: Holly Carlson
Content & Grade Range: All Subjects K-8
Declared Emergency: October 20, 2020 Oneida School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were four applicants and four interviews. Due to the growth of the virtual school from COVID-19, the school district needed more teachers. To fill in the rest of the vacancies, the school district had to use alternate routes to help teachers with bachelor's degrees receive certification. This teacher has been assigned an experienced online teacher as her mentor. The school will support her needs to be successful.


Oneida School District #351
Applicant Name: Shauna Haderlie
Content & Grade Range: All Subjects K-8
Degree: BS, Recreation Management/Youth Leadership, 12/2009
Declared Emergency: September 15, 2020 Oneida School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 100 applicants and 100 interviews. Due to the growth of the virtual school from COVID-19, the school district needed
more teachers. Shauna is enrolled in ABCTE, but did not qualify on the Board approved mastery assessment.


**Oneida School District #351**
**Applicant Name**: Katrina Laird
**Content & Grade Range**: All Subjects K-8
**Degree**: BS, Clothing and Textiles, 8/1996
**Declared Emergency**: September 15, 2020 Oneida School District Board of Trustees declared an emergency exists for the 2020-21 school year.
**Summary of Recruitment Efforts**: There were 100 applicants and 100 interviews. Due to the growth of the virtual school from COVID-19, the school district needed more teachers. Katrina is enrolled in ABCTE, but did not qualify on the Board approved mastery assessment.


**Oneida School District #351**
**Applicant Name**: Mirta Meeks
**Content & Grade Range**: All Subjects K-8
**Degree**: BA, University Studies, 7/2014
**Declared Emergency**: October 20, 2020 Oneida School District Board of Trustees declared an emergency exists for the 2020-21 school year.
**Summary of Recruitment Efforts**: There were 100 applicants and 100 interviews. Due to the growth of the virtual school from COVID-19, the school district is in need of more teachers. Mirta is enrolled in ABCTE, but did not qualify on the Board approved mastery assessment.


**Oneida School District #351**
**Applicant Name**: Melanie Neal
**Content & Grade Range**: All Subjects K-8
**Degree**: BA, Visual Arts, 8/1996
**Declared Emergency**: August 18, 2020 Oneida School District Board of Trustees declared an emergency exists for the 2020-21 school year.
**Summary of Recruitment Efforts**: There were 100 applicants and 100 interviews. Due to the growth of the virtual school from COVID-19, the school district is in need of more teachers. Melanie is enrolled in ABCTE, but did not qualify on the Board approved mastery assessment.

Oneida School District #351
Applicant Name: Edward Perry
Content & Grade Range: History 6-12
Degree: BA, Recreation Sport Management, 5/2011
Declared Emergency: October 20, 2020 Oneida School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were 100 applicants and 100 interviews. Due to the growth of the virtual school from COVID-19, the school district is in need of more teachers. To fill in the rest of vacancies, the school had to use the alternate routes to help teacher with bachelor's degrees receive certification. This teacher has been assigned an experienced online teacher as her mentor. The school will support his needs to be successful. He is enrolled in ABCTE for History, but was unable to pass the Board approved mastery assessment.


Oneida School District #351
Applicant Name: Jennifer Sasser
Content & Grade Range: All Subjects K-8
Degree: BS, Recreational Leadership, 12/2005
Declared Emergency: October 20, 2020 Oneida School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were 100 applicants and 100 interviews. Due to the growth of the virtual school from COVID, the school district is in need of numerous teachers for 2020-21 school year. To fill in the rest of vacancies, the district had to use alternate routes to help teachers with bachelor's degrees receive certification. This teacher has been assigned an experience online teacher as her mentor. We will support her needs to be successful.


Payette River Regional Technical Academy #794
Applicant Name: Eileen Bromgard
Content & Grade Range: Career Teacher Education – Family and Consumer Science 6-12
Degree: BS, Health and Human Science - FCS, 7/2019
Declared Emergency: November 10, 2020 Payette River Regional Technical Academy Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: Eileen was on an Alternative Authorization - Content Specialist for 2015-16, 2016-17, 2017-18 and 2018-19 with a Provisional in 2019-20. In 2015-16, she was unsure of what program to do. 2016-17 she was not accepted into the cohort at the University of Idaho. She took the Praxis November 2, meeting her last requirement. This has been a very trying time to get everything done while teaching students face-to-face, remotely and in hybrid fashion. Reviewed by Kristi Enger prior to review by the Professional Standards Commission.


Shoshone School District #312
Applicant Name: Laura Russell
Content & Grade Range: All Subjects K-8
Degree: BA, Multidisciplinary Studies – Elementary Education, 6/2012
Declared Emergency: October 14, 2020 Shoshone School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were four applicants and two interviews. The position became open due to a certified teacher resigning from their full time Math position as of 9/25/20.


Syringa Mountain School #488
Applicant Name: Crystal Oliphant
Content & Grade Range: All Subjects K-8
Declared Emergency: August 19, 2020 Syringa Mountain School Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were two applicants and two interviews. The other applicant was not sure she would stay living in Wood River due to cost. She had no Waldorf experience or classroom experience. Crystal had been a para in our building for years and knew Kindergarten. The kindergarten teacher did not sign the 2020-21 contract due to COVID.


Thomas Jefferson Charter School, Inc. #559
Applicant Name: Megan Ramirez
Content & Grade Range: All Subjects K-8
Degree: BS, Health Science, 5/2018
Declared Emergency: August 11, 2020 Thomas Jefferson Charter School Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were three applicants and no interviews. The current teacher, who was under contract, gave retirement notice on Wednesday, August 5th because of fears associated with teaching during the COVID pandemic. TJCS had less than two weeks to fill the position; the first day of school was August 19th.


Treasure Valley Classical Academy #532
Applicant Name: Clinton Condra
Content & Grade Range: All Subjects K-8
Degree: BA, Music, 8/2007
Declared Emergency: July 16, 2020 Treasure Valley Classical Academy Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There were two applicants, but both withdrew. In January 2020, the vacancy was posted for two sections of seventh graders on the school's website and on the website of the American Classical League. Latin is an indispensable part of TVCA's classical academic curriculum. Next school year and in all subsequent school years, TVCA will have need of a full-time Latin teacher, and the school is confident that they can attract a well-qualified person for that position. This school year, however, an emergency exists, and the school therefore endorses this application on behalf of the assistant principal, Dr. Clinton Condra. Dr. Condra has a sound undergraduate and graduate education in the liberal arts, taught upper school students in the humane letters program at Great Hearts Academy, and is well qualified to handle this one-year contingency.


Twin Falls School District #411
Applicant Name: Daniel Crook
Content & Grade Range: Mathematics 6-12
Degree: BA, Manufacturing Engineering Tech, 6/1987
Declared Emergency: October 28, 2020 Twin Falls School District Board of Trustees declared an emergency exists for the 2020-21 school year.
Summary of Recruitment Efforts: There was one applicant and one interview. Our district suffered a devastating loss. On September 26, 2020, the principal at Twin Falls High School unexpectedly passed away. The school district had to do some in building movements and reassign one of the current vice-principal as the interim principal for the remainder of the 2020-21 school year. This resulted in moving a current teacher/administrator into the current full-time administrator position. The school districted needed someone to take over her 1/2 math teaching position. The school has an outstanding substitute teacher that has been in the district for 13 years and is willing to finish out the year as half-time math teacher.

Twin Falls School District #411
Applicant Name: Margie Huffaker
Content & Grade Range: Career Technical Education – Family and Consumer Science 6-12
Degree: AA, Occupational Studies in Medical Specialties, 5/2012
Declared Emergency: October 12, 2020 Twin Falls School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 10 applicants and four interviews for three positions. The school had offered the position to an applicant on August 5, 2020. She accepted and then called on August 10 to back out of the job offer. School was scheduled to start on August 19 and still didn't have a certified candidate. On August 17, the school offered the position to this applicant as school was starting in two days.


Wendell School District #232
Applicant Name: Joseph Swainston
Content & Grade Range: All Subjects K-8
Degree: AA, Education, 5/2019
Declared Emergency: June, 2020 Wendell School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were three applicants and three interviews. The school needed a Math teacher at the middle school. Joseph was the most qualified candidate.


IMPACT
If an emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position and funding could be impacted.

BOARD STAFF COMMENTS AND RECOMMENDATIONS
Pursuant to Section 33-1201, Idaho Code, “every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education....” Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years accredited college training; except in “emergencies, which must be declared, the
state board may authorize the issuance of provisional certificates based on not less than two (2) years of college training.”

Section 33-512(15), Idaho Code, defines substitute teachers as “as any individual who temporarily replaces a certificated classroom educator....” Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts use a long-term substitute prior to requesting provisional certification for the individual. In some cases, the individual that the school district is requesting emergency certification for has been in the classroom as a long-term substitute for the entire term. Salary Based Apportionment is calculated based on school district employee certification. A school district or charter school receives a lesser apportionment for non-certificated/classified staff than it receives for certificated staff. Substitute teachers are calculated at the lesser-classified staff rate.

BOARD ACTION
I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Breanna Luker, Emily Abercrombie, Karen Antram, Mitzi Cannon, Chris Lewis, Austin Sparks, Kayla Martens, Elizabeth Racer, Kaylee Green, Zuri Meehan, Kayle Niska, Zachary Strong, Keith Davis, James DeVries, Marie Midgley, Ashley Bedke, Jessica Whaley, Thomas Crozier, Amy Kirschner, Brandi Stimpson, Heather Cooper, Kelsi Sidwell, Jared Sorenson, Brittany Streicher, Jennifer Torgesen, Michelle Adams, Emily Armstrong, Justin Burch, Taylor Gee, Kathy Baxter, Katrena Hauger, Kolby Krieger, Kaleigh Poxleitner, Jason DeBie, Janey Bredwick, Marley Bunnell, Holly Carlson, Shauna Haderlie, Katrina Laird, Mirta Meeks, Melanie Neal, Edward Perry, Jennifer Sasser, Eileen Bromgard, Laura Russell, Crystal Oliphant, Megan Ramirez, Clinton Condra, Daniel Cook, Margie Huffaker and Joseph Swainston to teach the content area and grade ranges at the specified school districts or charter schools as provided herein for the 2020-21 school year.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
PROFESSIONAL STANDARDS COMMISSION

SUBJECT
Northwest Nazarene University, New Program Proposal: Master in Education, Exceptional Child

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-114, 33-1254, and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

BACKGROUND/DISCUSSION
During the November meeting of the Professional Standards Commission (PSC), the Standards Committee of the PSC conducted a new program approval desk review of the Master of Education, Exceptional Child program proposed by Northwest Nazarene University (NNU). Through review of the proposal, the Standards Committee gained a clear understanding that the Idaho Standards for Initial Certification of Professional School Personnel will be met through the proposed program, which will result in an Exceptional Child Generalist endorsement. The Standards Committee commends NNU for their thorough and thoughtful proposal.

On November 20, 2020, the full PSC voted to recommend NNU’s proposed Master of Education, Exceptional Child to the State Board of Education for conditional approval. With this conditionally approved status, NNU may admit candidates to the Master of Education, Exceptional Child program. This new program will be revisited after the NNU educator preparation program review scheduled to occur in 2022.

IMPACT
This new program will enable NNU to prepare educators who seek to attain a Master of Education, Exceptional Child, for certification.

ATTACHMENTS
Attachment 1 – New Program Proposal - Master of Education, Exceptional Child

BOARD STAFF COMMENTS AND RECOMMENDATIONS
Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the PSC. Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs meet the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their
applicable subject areas and are up-to-date on best practices in various teaching methodologies.

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

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

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to conditionally approve Northwest Nazarene University’s Master of Education, Exceptional Child program as an approved educator preparation program for certification purposes.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION:
REQUEST FORM

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Northwest Nazarene University</th>
<th>Date of Submission</th>
<th>Certification/Endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Program Name</td>
<td>Exceptional Child</td>
<td>Cert. End.</td>
<td>Exceptional Child Generalists</td>
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</tbody>
</table>

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education. Is this a request from an Idaho public institution? Yes ☐ No ☒

If yes, on what date was the Proposal Form submitted to the State Board of Education? Click or tap to enter a date.

Section I: Please document how the program will cover the knowledge and performance standards outlined in the Idaho Standards for Initial Certification of Professional School Personnel. Pupil Personal Preparation programs will only need to address content specific standards.

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

<table>
<thead>
<tr>
<th>Standards</th>
<th>Enhancement Standards Knowledge &amp; Performance</th>
<th>Coursework</th>
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The Northwest Nazarene University Exceptional Child Program is built on the Idaho standards for Exceptional Child Generalist, the Standards for the Council for Exceptional Children and the InTASC standards. The IDAHO Exceptional Child Standards are addressed through a sequence of INTRODUCE, DEVELOP and MASTERY.

A standard is first INTRODUCED in an identified course. Instructors intentionally present content preparing the candidates for future courses, and formative assessments are given but no key assessments.

A standard is then DEVELOPED in an identified course. During this course there is significant content devoted to the standard and a key assessment which is tracked and used for program development within the program Assessment Plan.

Finally, the standard is then MASTERED in the INTERNSHIP and ASSESSED during the PORTFOLIO. An application and performance of the Standard is met and documented prior to credentialing the candidate. The chart below will identify the Introduce/Develop and Mastery courses for each Standard and then describe the Key Assessment. The Knowledge and Performance standards are addressed and the Introduce/Develop and Mastery courses are identified for each of those as well.
<table>
<thead>
<tr>
<th>Standards</th>
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<th>Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</td>
<td>Standard 1 is Introduced during the EDUC 7538 Methods of Behavior course, it is then Developed in the 7548 IEP and Transition Plans course. For Standard #1 the Key Assessment is the Virtual IEP Meeting. This is a collaborative group project which will be held over Google Meet. Candidates will assume a role as a member of a multidisciplinary IEP team involved in the development of an IEP. Using the Idaho state forms, and a case study given by the instructor, they will participate in an IEP meeting. Instructor will assume the role of the parent to observe collaboration, professionalism and understanding of the process. Finally, the standard is measured at mastery during our 7596 Internship through the Portfolio due to the application nature of the expectation for the standard. The rubric along is attached following the curriculum map under the standards map.</td>
<td></td>
</tr>
<tr>
<td>1(a) language, culture and family</td>
<td>Intro: 7538 Methods of Behavior-Develop: 7510 Trauma and Mental Health Mastery: 7596 Internship</td>
<td></td>
</tr>
<tr>
<td>1(b) development and individual differences</td>
<td>Intro: 7586 Assessment and Collaboration Develop: 7548 Methods and Adaptation Mastery: 7596 Internship</td>
<td></td>
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<tr>
<td>1(c) exceptionalities interacted w/learning</td>
<td>Intro: 7540 Reading Intervention Develop: 7548 Methods and Adaptation Mastery: 7596 Internship</td>
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<tr>
<td>1(d) modifies environment</td>
<td>Intro: 7538 Behavior and PBIS Develop: 7510 Trauma and Mental Health Mastery: 7596 Internship</td>
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<tr>
<td>1(e) background influences ability</td>
<td>Intro: 7549 IEP and Transition Develop: 7510 Trauma and Mental Health Mastery: 7596 Internship</td>
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Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Standard 2 is Introduced during the EDUC 7510 Trauma and Mental Health course, it is then Developed in the 7538 Methods of Behavior course. For Standard #2 the Key Assessment is a Classroom Management, in which a candidate designs their ideal special education classroom (age level, subject area, student make-up). The plan will describe in detail how candidate will address the classroom management needs for the majority of their students as described through a Positive Behavior Support structure. Create a map of the classroom using technology mapping. Assume autonomy to make all classroom management decisions. Addresses interventions that will be used for students with diverse behavioral challenges. Plan must show accommodations for the individual needs of students so that the diverse learner will have full inclusion in the classroom. Finally, the standard is measured at mastery during our 7596 Internship through the Portfolio due to the application nature of the expectation for the standard. The rubric along is attached following the curriculum map under the standards map.
<table>
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<tr>
<th>Standards</th>
<th>Enhancement Standards Knowledge &amp; Performance</th>
<th>Coursework</th>
</tr>
</thead>
</table>
| 2(a) laws of behavior management | Intro: 7538 Behavior and PBIS  
Develop: 7576 Special Ed Law  
Mastery: 7596 Internship | |
| 2(b) colleague collaboration | Intro: 7538 Behavior and PBIS  
Develop: 7586 Assessment and Collaboration  
Mastery: 7596 Internship | |
| 2(c) interventions to adapt to environments | Intro: 7538 Behavior and PBIS  
Develop: 7510 Trauma and Mental Health  
Mastery: 7596 Internship | |
| 2(d) intervene safely in crisis | Intro: 7538 Behavior and PBIS  
Develop: 7510 Trauma and Mental Health  
Mastery: 7596 Internship | |
| 2(e) culturally responsive | Intro: 7538 Behavior and PBIS  
Develop: 7510 Trauma and Mental Health  
Mastery: 7596 Internship | |
| 2(f) modify environment | Intro: 7538 Behavior and PBIS  
Develop: 7510 Trauma and Mental Health  
Mastery: 7596 Internship | |
| 2(g) independence and self-advocacy | Intro: 7538 Behavior and PBIS  
Develop: 7510 Trauma and Mental Health  
Mastery: 7596 Internship | |
| 2(h) Crisis | Intro: 7538 Behavior and PBIS  
Develop: 7510 Trauma and Mental Health  
Mastery: 7596 Internship | |

**Standard 3**

- The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Standard 3 is Introduced during the EDUC 7548 Methods and Adoptions course, it is then Developed in the EDUC 7540 Research, Theory, and Intervention of Reaching Difficulties. For Standard #3 the Key Assessment is a Reading Intervention Project, during the 10 hours of classroom field experience candidates will work one-on-one with an individual student who has reading deficits. First, perform a running record using a given passage. Analyze their reading skills and design interventions appropriate to the pupil. Keep sufficient ongoing data for tailoring student learning experiences. An in-class professional dialogue provides your avenue to discuss the experience with colleagues. 1. The description of the student’s reading error patterns 2. Relevant data that was collected over more than two sessions 3. How you allowed data to inform instruction/intervention 4. Active and professional participation in class dialogue/reporting passage. Analyze their reading skills and design interventions appropriate to the pupil. Keep sufficient ongoing data for tailoring student learning experiences. An in-class professional dialogue provides your avenue to discuss the experience with colleagues: 1. The description of the student’s reading error patterns 2. Relevant data that was collected over more than two sessions 3. How you allowed data to inform instruction/intervention 4. Active and professional participation in class dialogue/reporting. Finally, the standard is measured at mastery during our 7596 Internship through the Portfolio due to the application nature of the expectation for the standard. The rubric along is attached following the curriculum map under the standards map.
<table>
<thead>
<tr>
<th>Standards</th>
<th>Enhancement Standards Knowledge &amp; Performance</th>
<th>Coursework</th>
</tr>
</thead>
</table>
| 3(a) understand content area | Intro: 7540 Reading Intervention  
Develop: 7548 Methods and Adaptions  
Mastery: 7596 Internship | |
| 3(b) individualized learning | Intro: 7540 Reading Intervention  
Develop: 7548 Methods and Adaptions  
Mastery: 7596 Internship | |
| 3(c) modify curricula | Intro: 7540 Math Intervention  
Develop: 7548 Methods and Adaptions  
Mastery: 7596 Internship | |
| 3(d) solid base of understanding | Intro: 7540 Math Intervention  
Develop: 7548 Methods and Adaptions  
Mastery: 7596 Internship | |
| 3(e) collaborates and co-teaching | Intro: 7586 Assessment and Collaboration  
Develop: 7548 Methods and Adaptions  
Mastery: 7596 Internship | |
| 3(f) specialized curricula | Intro: 7540 Reading Intervention  
Develop: 7548 Methods and Adaptions  
Mastery: 7596 Internship | |

**Standard 4**

Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions

Standard 4 is introduced during the EDUC 7568 Math Intervention course, it is then developed in the EDUC 7586 Assessment and Collaboration course. For Standard #4 the Key Assessment is a Data Driven Decision Assessment Project in which the Candidate will be given specific assessment scores/data on a case study student if they do not have one in their classroom experience with the ultimate goal of determining an appropriate individual programing and will make instructional decision based on the assessment data. Students will complete the Idaho IEP form (eligibility determination section) explaining the assessment data and instructional plan. Finally, the standard is measured at mastery during our 7596 Internship through the Portfolio due to the application nature of the expectation for the standard. The rubric along is attached following the curriculum map under the standards map.

| 4(a) assessment minimize bias | Intro: 7576 Special Ed Law  
Develop: 7586 Assessment and Collaboration  
Mastery: 7596 Internship | |
| 4(b) interpret assessment | Intro: 7568 Math Intervention  
Develop: 7586 Assessment and Collaboration  
Mastery: 7596 Internship | |
| 4(c) multiple types of assessments | Intro: 7568 Math Intervention  
Develop: 7586 Assessment and Collaboration | |
### Standard 5
Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Enhancement Standards Knowledge &amp; Performance</th>
<th>Coursework</th>
</tr>
</thead>
</table>
| 4(d) Feedback | Intro: 7568 Math Intervention  
Develop: 7586 Assessment and Collaboration  
Mastery: 7596 Internship | INTRO: 7568 MATH INTERVENTION  
DEVELOP: 7586 ASSESSMENT AND COLLABORATION  
MASTERY: 7596 INTERNSHIP |
| 4(c) Assessment informs adaptations | Intro: 7548 Methods and Adaptations  
Develop: 7586 Assessment and Collaboration  
Mastery: 7596 Internship | INTRO: 7548 METHODS AND ADAPTATIONS  
DEVELOP: 7586 ASSESSMENT AND COLLABORATION  
MASTERY: 7596 INTERNSHIP |
| 4(f) Assessment Technology | Intro: 7549 IEP and Transition  
Develop: 7586 Assessment and Collaboration  
Mastery: 7596 Internship | INTRO: 7549 IEP AND TRANSITION  
DEVELOP: 7586 ASSESSMENT AND COLLABORATION  
MASTERY: 7596 INTERNSHIP |
| 4(g) Legal policies of assessments | Intro: 7549 IEP and Transition  
Develop: 7586 Assessment and Collaboration  
Mastery: 7596 Internship | INTRO: 7549 IEP AND TRANSITION  
DEVELOP: 7586 ASSESSMENT AND COLLABORATION  
MASTERY: 7596 INTERNSHIP |
| 4(h) Progress monitoring | Intro: 7540 Reading Intervention  
Develop: 7586 Assessment and Collaboration  
Mastery: 7596 Internship | INTRO: 7540 READING INTERVENTION  
DEVELOP: 7586 ASSESSMENT AND COLLABORATION  
MASTERY: 7596 INTERNSHIP |
| 4(i) background information | Intro: 7549 IEP and Transition  
Develop: 7586 Assessment and Collaboration  
Mastery: 7596 Internship | INTRO: 7549 IEP AND TRANSITION  
DEVELOP: 7586 ASSESSMENT AND COLLABORATION  
MASTERY: 7596 INTERNSHIP |
| 4(j) individualize learning experiences | Intro: 7549 IEP and Transition  
Develop: 7586 Assessment and Collaboration  
Mastery: 7596 Internship | INTRO: 7549 IEP AND TRANSITION  
DEVELOP: 7586 ASSESSMENT AND COLLABORATION  
MASTERY: 7596 INTERNSHIP |
| 4(k) assessments to plans | Intro: 7576 Special Ed Law  
Develop: 7586 Assessment and Collaboration  
Mastery: 7596 Internship | INTRO: 7576 SPECIAL ED LAW  
DEVELOP: 7586 ASSESSMENT AND COLLABORATION  
MASTERY: 7596 INTERNSHIP |
| 4(l) assessment team member | Intro: 7549 IEP and Transition  
Develop: 7586 Assessment and Collaboration  
Mastery: 7596 Internship | INTRO: 7549 IEP AND TRANSITION  
DEVELOP: 7586 ASSESSMENT AND COLLABORATION  
MASTERY: 7596 INTERNSHIP |

Standard 5 is introduced during the EDUC 7568 Math Intervention course, it is then developed in the EDUC 7548 Methods and Adaptations course. For Standard #5 the Key Assessment is a Resource Lesson Plan in which candidates will identify Exceptional Learners Background: Teague (see detailed case study) is a first-grade student with a Learning Disability in reading skills. A variety of in-class modifications, accommodations, and interventions had been tried - without much success - since the beginning of the school year. He was referred for a special education evaluation and qualified for services based on the results. Using the provided lesson plan outline, create a RESOURCE Lesson Plan for Teague that addresses a needed reading skill. Teague would typically receive “pull-out” Resource services to address his needs in a direct and individualized setting. Plan the lesson for a 30-minute period. Finally, the standard is measured at mastery during our 7596 Internship through the Portfolio due to the application nature of the expectation for the standard. The rubric along is attached following the curriculum map under the standards map.
<table>
<thead>
<tr>
<th>Standards</th>
<th>Enhancement Standards Knowledge &amp; Performance</th>
<th>Coursework</th>
</tr>
</thead>
</table>
| 5(a) selection of learning experiences         | Intro: 7540 Reading Intervention  
Develop: 7548 Methods and Adaptions  
Mastery: 7596 Internship                                |                                                      |
| 5(b) technology used to support                | Intro: 7548 Methods and Adaptions  
Develop: 7573 Technology: Exceptional Child  
Mastery: 7596 Internship                                |                                                      |
| 5(c) assistive technology                      | Intro: 7548 Methods and Adaptions  
Develop: 7573 Technology: Exceptional Child  
Mastery: 7596 Internship                                |                                                      |
| 5(d) strategies to enhance skills              | Intro: 7538 Behavior and PBIS  
Develop: 7548 Methods and Adaptions  
Mastery: 7596 Internship                                |                                                      |
| 5(e) transition plan development               | Intro: 7549 IEP and Transition  
Develop: 7548 Methods and Adaptions  
Mastery: 7596 Internship                                |                                                      |
| 5(f) generalization of learning                | Intro: 7540 Reading Intervention  
Develop: 7548 Methods and Adaptions  
Mastery: 7596 Internship                                |                                                      |
| 5(g) critical thinking and problem solving      | Intro: 7540 Reading Intervention  
Develop: 7548 Methods and Adaptions  
Mastery: 7596 Internship                                |                                                      |
| 5(h) 21st Century skills                       | Intro: 7540 Reading Intervention  
Develop: 7548 Methods and Adaptions  
Mastery: 7596 Internship                                |                                                      |
| 5(i) Available technology                      | Intro: 7540 Reading Intervention  
Develop: 7548 Methods and Adaptions  
Mastery: 7596 Internship                                |                                                      |
| 5(j) repertoire of evidence-based strategies    | Intro: 7548 Methods and Adaptions  
Develop: 7573 Technology: Exceptional Child  
Mastery: 7596 Internship                                |                                                      |
| 5(k) explicit instruction                      | Intro: 7548 Methods and Adaptions  
Develop: 7548 Methods and Adaptions  
Mastery: 7596 Internship                                |                                                      |
| 5(l) teacher matches communication              | Intro: 7548 Methods and Adaptions  
Develop: 7548 Methods and Adaptions  
Mastery: 7596 Internship                                |                                                      |
Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 6 is introduced during the EDUC 7549 IEP and Transition course, it is then developed in the EDUC 7576 Special Education Law course. For Standard #6 the Key Assessment is a Special Education Law Paper in which the candidate responds to the prompt: “Describe how the historical progression and current laws impact the education of students with disabilities.” A response must include a history of the laws dealing with students with disabilities (timeline and summaries) and summary of historic major cases. In addition, current legal issues will be addressed by summarizing major topics (including, but not limited to ESSA and climate of accountability and standardization) and researching one of the topics in depth. The researched topic must include a report on recent legal decisions (must include 3 cases at least one of which is at the appellate or supreme court level) and an explanation of how this impacts professionals and students in special education. Paper must be APA including a Title page, Abstract, APA headings and in-text citations using a minimum of 5 quality resources. Finally, the standard is measured at mastery during our 7596 Internship through the Portfolio due to the application nature of the expectation for the standard. The rubric along is attached following the curriculum map under the standards map.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Enhancement Standards Knowledge &amp; Performance</th>
<th>Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>5(m) UDL and tech for comm</td>
<td>Intro: 7548 Methods and Adaptions&lt;br&gt;Develop: 7573 Technology: Exceptional Child&lt;br&gt;Mastery: 7596 Internship</td>
<td></td>
</tr>
<tr>
<td>5(n) Transition plans</td>
<td>Intro: 7549 IEP and Transition&lt;br&gt;Develop: 7576 Special Education Law&lt;br&gt;Mastery: 7596 Internship</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>6(a) Foundational knowledge</td>
</tr>
<tr>
<td>6(b) Culture impacts services</td>
</tr>
<tr>
<td>6(c) Teacher lifelong learning</td>
</tr>
<tr>
<td>6(d) Advocacy and mentoring</td>
</tr>
<tr>
<td>6(e) System for Records</td>
</tr>
<tr>
<td>6(f) Ethical Principles and standards</td>
</tr>
<tr>
<td>6(g) Guidance for support staff</td>
</tr>
<tr>
<td>Standards</td>
</tr>
<tr>
<td>-----------</td>
</tr>
</tbody>
</table>
| 6(h) Teacher Professional Growth | Intro: 7549 IEP and Transition  
Develop: 7548 Methods and Adaptions  
Mastery: 7596 Internship | Mastery: 7596 Internship |
| 6(i) Sensitive to diversity & ELL | Intro: 7549 IEP and Transition  
Develop: 7548 Methods and Adaptions  
Mastery: 7596 Internship | Mastery: 7596 Internship |
| Standard 7 | Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. | Intro: 7549 IEP and Transition  
Develop: 7586 Assessment and Collaboration  
Mastery: 7596 Internship |
| 7(a) Effective Collaboration | Intro: 7549 IEP and Transition  
Develop: 7586 Assessment and Collaboration  
Mastery: 7596 Internship | Mastery: 7596 Internship |
| 7(b) Collaborative Resources | Intro: 7549 IEP and Transition  
Develop: 7586 Assessment and Collaboration  
Mastery: 7596 Internship | Mastery: 7596 Internship |
| 7(c) Collaboration in settings | Intro: 7549 IEP and Transition  
Develop: 7586 Assessment and Collaboration  
Mastery: 7596 Internship | Mastery: 7596 Internship |
| 7(d) collaborate for safe environments | Intro: 7549 IEP and Transition  
Develop: EDUC 7510 Trauma and Mental Health  
Mastery: 7596 Internship | Mastery: 7596 Internship |
| 7(e) collaborate with Parents | Intro: 7549 IEP and Transition  
Develop: EDUC 7510 Trauma and Mental Health  
Mastery: 7596 Internship | Mastery: 7596 Internship |
| 7(f) Community services and networks | Intro: 7549 IEP and Transition  
Develop: EDUC 7510 Trauma and Mental Health  
Mastery: 7596 Internship | Mastery: 7596 Internship |
<table>
<thead>
<tr>
<th>Standards</th>
<th>Enhancement Standards Knowledge &amp; Performance</th>
<th>Coursework</th>
</tr>
</thead>
</table>
| 7(g) Team to uphold laws  | Intro: 7549 IEP and Transition  
Develop: EDUC 7510 Trauma and Mental Health  
Mastery: 7596 Internship |                                                                             |
| 7(h) Collaborates with related service | Intro: 7549 IEP and Transition  
Develop: EDUC 7510 Trauma and Mental Health  
Mastery: 7596 Internship |                                                                             |
| 7(i) Collaborates with Families | Intro: 7549 IEP and Transition  
Develop: EDUC 7510 Trauma and Mental Health  
Mastery: 7596 Internship |                                                                             |
<table>
<thead>
<tr>
<th>Date</th>
<th>Page</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEBRUARY 17, 2021</td>
<td>ATTACHMENT 1</td>
<td>CONSENT - SDE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learner Engagement and Individual Learning Differences</td>
<td>ACCEPTE: Beginning special education professionals should understand how learners with special education needs respond to and process information, and be able to design learning experiences that engage learners with special education needs.</td>
</tr>
<tr>
<td>2. Knowledge</td>
<td>ACCEPTE: Beginning special education professionals should understand how learners with special education needs respond to and process information, and be able to design learning experiences that engage learners with special education needs.</td>
</tr>
<tr>
<td>3. Assessment</td>
<td>ACCEPTE: Beginning special education professionals should understand how learners with special education needs respond to and process information, and be able to design learning experiences that engage learners with special education needs.</td>
</tr>
<tr>
<td>4. Instructional Planning and Delivery</td>
<td>ACCEPTE: Beginning special education professionals should understand how learners with special education needs respond to and process information, and be able to design learning experiences that engage learners with special education needs.</td>
</tr>
<tr>
<td>5. Characterization of Students</td>
<td>ACCEPTE: Beginning special education professionals should understand how learners with special education needs respond to and process information, and be able to design learning experiences that engage learners with special education needs.</td>
</tr>
<tr>
<td>Standard</td>
<td>Category</td>
</tr>
<tr>
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</tr>
<tr>
<td>Standard 1: Learner To acquire and individual learning preferences</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Standard 2: Constructing Knowledge</td>
<td>Evidence</td>
</tr>
<tr>
<td>Standard 3: Collaborative Learning and Memory</td>
<td>Evidence</td>
</tr>
<tr>
<td>Standard 4: Instructed Planning and Inquiry</td>
<td>Evidence</td>
</tr>
<tr>
<td>Standard 5: Instrumental Planning and Inquiry</td>
<td>Evidence</td>
</tr>
</tbody>
</table>

**CONSENT - SDE**

**FEBRUARY 17, 2021**

**ATTACHMENT 1**
Exceptional Child Generalist Portfolio Rubric

PORTFOLIO OVERVIEW: Students completing the Exceptional Child program degree at Northwest Nazarene University must compile and submit a program portfolio to their advisor prior to graduation as evidence of proficiencies. The portfolio is rooted in the Idaho State Standards and the Educator values from the NNU Education Department's Conceptual Framework, Learner-Centered CORE: Called to Serve, Open to Change, Responsive to All, Empowered to Succeed. The primary goal of this portfolio is to assess whether students have met the criteria expected of a Graduate level NNU Degree and a teaching credential for the state of Idaho.

PORTFOLIO RUBRIC CUTSCORE: All areas must be met at proficient or above.

PORTFOLIO REQUIREMENTS:

PART 1: Transformative Education

The mission of NNU is the transformation of the whole person. Write a 2-3-page reflective introduction to your portfolio that speaks to your journey through your program and how your ‘transformation’ has equipped you to impact those around you in your profession in real ways. Specifically address your commitment to diversity and provide your future plans in your profession to provide equitable opportunity to all student populations. In addition, address how you will incorporate technology to enrich learning to promote student achievement.

- CALLED TO SERVE—Educators prepared at Northwest Nazarene University view their profession as not just a job but rather as a ministry that requires the full engagement of heart, mind, and soul. They have accepted the call to transform the lives of students through teaching, leading, mentoring, and relationship building. They keep what is best for the student at the center of all they do.
- OPEN TO CHANGE—Educators prepared at Northwest Nazarene University value learning and demonstrate a breadth of knowledge and an inquiry-based habit of mind. As lifelong learners, they continually update their knowledge and skills—innovating with the latest technology and seeking ways to improve education. They question educational assumptions and use current research to stimulate reflection and to inform practice.
- RESPONSIVE TO ALL—Educators prepared at Northwest Nazarene University are committed to the academic, social, and emotional growth of all students with focused attention on those with diverse needs. They believe that all students can learn. They understand students’ backgrounds and make connections through meaningful relationships and community building. Educators prepared at NNU play critical roles in promoting democratic values. They examine and challenge social inequities in schools and communities, facilitating equal voice and equal access for all students and parents. They understand the historical and philosophical purposes of schools and the legal and societal influences impacting youth and families.
- EMPOWERED TO SUCCEED—Educators prepared at Northwest Nazarene University are highly skilled in promoting student achievement, using data to guide practice and incorporating technology to enrich learning. Adept at working with parents and responding to students, they apply theories, strategies, frameworks, and research to challenge, to interest, to accommodate, and to assess a diverse student population. Educators prepared at NNU demonstrate management expertise that stimulates growth and creates a safe and positive learning environment. They are recognized as experts in their fields.

PART 2: Exceptional Child Standards

Your program and the courses you have taken at NNU are structured around the Exceptional Child standards. For each of the standards identify one artifact that you have acquired throughout your time at NNU which has a clear connection to the standard. Then write a justification with a clear rationale highlighting the connection and applying that artifact to your future profession (Use APA elements when needed).
<table>
<thead>
<tr>
<th>ALL PROGRAMS</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRESENTATION/ORGANIZATION/DIRECTIONS</strong></td>
<td>Presentation is Clear, Organized, and Creative. Evaluator has easy access to all material with only one document to download or entry point.</td>
<td>Presentation is Clear, Organized, and Creative. Evaluator has easy access to all material with only one document to download or entry point.</td>
<td>Transformative Education is 2-3 pages OR Written Justification is no longer than one-page per standard. OR Artifacts are uploaded</td>
<td>Transformative Education is greater than 3 or less than 2 pages AND Written Justification is longer than one-page per standard. AND Artifacts are not uploaded per each standard</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>But not all three</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transformer Education is 2-3 pages AND Written Justification is no longer than one-page per standard. AND Artifacts are uploaded</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transformer Education is 2-3 pages AND Written Justification is no longer than one-page per standard. AND Artifacts are uploaded</td>
<td>Transformer Education is 2-3 pages AND Written Justification is no longer than one-page per standard. AND Artifacts are uploaded</td>
<td>Transformer Education is greater than 3 or less than 2 pages AND Written Justification is longer than one-page per standard. AND Artifacts are not uploaded per each standard</td>
<td></td>
</tr>
<tr>
<td>GRADUATE-LEVEL GRAMMAR &amp; WRITING</td>
<td>The program portfolio demonstrates graduate-level use of vocabulary, sentence structure, and writing transitions. AND The portfolio shows evidence of revision and editing, without noticeable grammar, spelling, punctuation errors evident in the final product. AND Uses all necessary APA conventions of writing without error including intext citations when necessary and reference page.</td>
<td>The program portfolio demonstrates graduate-level use of vocabulary, sentence structure, and writing transitions, with errors. AND The portfolio shows evidence of revision and editing, with grammar, spelling, punctuation errors evident in the final product. AND Uses all necessary APA conventions of writing including intext citations when necessary and reference page with errors.</td>
<td>The program portfolio does not demonstrate graduate-level writing AND The portfolio shows evidence of major grammar, spelling and punctuation errors. AND Does not appear to use APA conventions of writing.</td>
<td>The program portfolio does not demonstrate graduate-level writing AND The portfolio shows evidence of major grammar, spelling and punctuation errors. AND Does not appear to use APA conventions of writing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transformer Education is greater than 3 or less than 2 pages AND Written Justification is longer than one-page per standard. AND Artifacts are not uploaded per each standard</td>
<td></td>
</tr>
<tr>
<td>Part 1: Transformative Education</td>
<td>A 2-3 page APA reflective introduction to the portfolio AND Commitment to Diversity AND Incorporated Technology AND THEN extends that transformation into how it will be applied in the profession.</td>
<td>A 2-3 page APA reflective introduction to the portfolio AND Commitment to Diversity AND Incorporated Technology</td>
<td>A 2-3 page APA reflective introduction to the portfolio OR Commitment to Diversity OR Incorporated Technology</td>
<td>A 2-3 page APA reflective introduction to the portfolio OR Commitment to Diversity OR Incorporated Technology</td>
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<td></td>
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<td></td>
<td>But not all three</td>
<td>But not all three</td>
</tr>
<tr>
<td>Exceptional Child Generalist</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Developing</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Standard 1: Learner</strong></td>
<td>The artifact itself demonstrates evidence for the standard.</td>
<td>The artifact itself demonstrates evidence for the standard.</td>
<td>The artifact itself demonstrates evidence for the standard.</td>
<td>The artifact does not demonstrate evidence for the standard</td>
</tr>
<tr>
<td><strong>Development and</strong></td>
<td>AND The written justification connects the artifact to the profession.</td>
<td>AND The written justification connects the artifact to the profession.</td>
<td>OR The written justification connects the artifact to the profession.</td>
<td>AND The written justification does not connect the artifact to the profession.</td>
</tr>
<tr>
<td><strong>Individual Learning</strong></td>
<td>AND Then extends that artifact into an application for the future profession of the individual.</td>
<td>AND Then extends that artifact into an application for the future profession of the individual.</td>
<td>But not both</td>
<td></td>
</tr>
<tr>
<td><strong>Differences</strong></td>
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</table>

| **Standard 2: Learning**    | The artifact itself demonstrates evidence for the standard.               | The artifact itself demonstrates evidence for the standard.               | The artifact itself demonstrates evidence for the standard.               | The artifact does not demonstrate evidence for the standard                 |
| **Environments**            | AND The written justification connects the artifact to the profession.     | AND The written justification connects the artifact to the profession.     | OR The written justification connects the artifact to the profession.     | AND The written justification does not connect the artifact to the profession.|
|                             | AND Then extends that artifact into an application for the future profession of the individual. | AND Then extends that artifact into an application for the future profession of the individual. | But not both                                                               |                                                                            |
|                             |                                                                           |                                                                           |                                                                           |                                                                            |

| **Standard 3: Curricular**  | The artifact itself demonstrates evidence for the standard.               | The artifact itself demonstrates evidence for the standard.               | The artifact itself demonstrates evidence for the standard.               | The artifact does not demonstrate evidence for the standard                 |
| **Content Knowledge**       | AND The written justification connects the artifact to the profession.     | AND The written justification connects the artifact to the profession.     | OR The written justification connects the artifact to the profession.     | AND The written justification does not connect the artifact to the profession.|
|                             | AND Then extends that artifact into an application for the future profession of the individual. | AND Then extends that artifact into an application for the future profession of the individual. | But not both                                                               |                                                                            |

| **- The teacher**           |                                                                           |                                                                           |                                                                           |                                                                            |
| **understands**             |                                                                           |                                                                           |                                                                           |                                                                            |
| **how exceptions**          |                                                                           |                                                                           |                                                                           |                                                                            |
| **tories may interact**     |                                                                           |                                                                           |                                                                           |                                                                            |
| **with development and**    |                                                                           |                                                                           |                                                                           |                                                                            |
| **learning and use this**   |                                                                           |                                                                           |                                                                           |                                                                            |
| **knowledge to**            |                                                                           |                                                                           |                                                                           |                                                                            |
| **provide meaningful and**  |                                                                           |                                                                           |                                                                           |                                                                            |
| **challenging**             |                                                                           |                                                                           |                                                                           |                                                                            |
| **learning experiences**    |                                                                           |                                                                           |                                                                           |                                                                            |
| **for individuals with**    |                                                                           |                                                                           |                                                                           |                                                                            |
| **exceptionalities.**       |                                                                           |                                                                           |                                                                           |                                                                            |

<p>| <strong>TAB 10 Page 15</strong>          |                                                                           |                                                                           |                                                                           |                                                                            |</p>
<table>
<thead>
<tr>
<th>Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions</th>
<th>The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.</th>
<th>The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. OR The written justification connects the artifact to the profession. But not both</th>
<th>The artifact does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.</td>
<td>The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.</td>
<td>The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. OR The written justification connects the artifact to the profession. But not both</td>
<td>The artifact does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.</td>
</tr>
<tr>
<td>Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</td>
<td>The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.</td>
<td>The artifact itself demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both</td>
<td>The artifact does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.</td>
</tr>
<tr>
<td>Standard 7: Collaboration –</td>
<td>The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.</td>
<td>The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.</td>
<td>The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. But not both.</td>
</tr>
</tbody>
</table>

SUBMISSION/FINALIZATION: The academic portfolio is a requirement for completion of NNU's Credentialed program. **Students will not be cleared for graduation until all standards and program requirements are at Proficient or above are met.** Program portfolios not received by deadline will not be considered until the following graduation term. It is the student’s responsibility to complete, submit, and pass the portfolio—and thus, students are encouraged to communicate promptly and clearly with their advisors.

Section II: New Program Course Requirements

**Directions:** Copy the endorsement language from [IDAPA 08.02.02 - Rules Governing Uniformity](#), into the space below, and list the specific course requirements for the new program, including course numbers, titles, and course descriptions. Explain how the program will meet the requirements listed in the IDAPA endorsement language.

Supporting documents may be considered if they clearly explain how the documents support the request. Ensure each supporting document is clearly titled, and combine all supporting documents into one file. Links to outside documents or websites will not be considered.

07. Exceptional Child Generalist (K-8, 6-12, or K-12). The Exceptional Child Generalist endorsement is non-categorical and allows one to teach in any special education setting, applicable to the grade range of the endorsement. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with clinical experience to include student teaching in an elementary or secondary special education setting. To be eligible, a candidate must complete thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (3-20-20)
Exceptional Child Program Course Descriptions
EDUC8000 Graduate Education Orientation (0)
This required, online orientation course provides students with an overview of all Graduate Education Programs at NNU. It includes policies, procedures, and expectations of the Graduate Education Department, as well as introduces students to NNU campus departments with which they will be interacting throughout their program. Students will learn how to access library and other campus resources. They will also learn how to utilize the course management software used to deliver online courses and complete NNU requirements, as well as experience success as online learners. Grade of pass/fail.

EDUC7536 Mental Health & Trauma Informed Care (3)
In this course, participants will gain an understanding of the impact trauma and mental health issues can have on the classroom. Participants will learn how to create trauma-sensitive classrooms which meet the needs of their students by educating the whole child.

EDUC7538 Methods in Behavioral Intervention & Treatment (3)
This course offers an in-depth look at the philosophy, concepts, and principles of applied behavior analysis. Participants will gain a better understanding of functional behavior assessment, analysis, and interventions for academic and behavior problems. Coursework covers functional behavior assessments, behavior interventions, data-based decisions about intervention effectiveness, positive behavioral supports and ethical standards for practice.

EDUC7540 Research, Theory, and Intervention of Reading and Literacy Difficulties (3) Exploration of how children learn literacy skills and why some fail; the structure of language and its convergence with reading; and explicit researched-based methods for assessing and teaching students with reading and writing disabilities. Includes a practicum in which the student will design and implement a focused intervention program to improve the literacy proficiency of a struggling learner. Data collection and analysis is required.

EDUC7548 Methods and Adaptations for Exceptional Learners (3)
Design effective instructional strategies and adapt and implement curricula for students with Severe/profound to Gifted exceptionalities. Strategies learned are appropriate for inclusive and pullout programs at both the elementary and secondary levels. Content includes methods for teaching language arts, mathematics, and content specific courses.

EDUC7549 IEPs and Transition (3)
Design, implement, and manage Individual Educational Programs (IEP’s), Pre K- 21, which includes designing and managing transitional programs. As part of transition planning, identify resources agencies, and use these outside resources to collaborate and strengthen program planning for students.

EDUC7555 Mixed Methods Research (3)
The purpose of this course is to provide an introduction to different approaches used in conducting educational research, the criteria used to judge the quality of research, and strategies to consider when designing a research study. The course will focus on both qualitative and quantitative approaches and will also consider mixed-methods research designs and action research approaches. By the end of the course, students should be able to critically review research and be able to make research design decisions for their own research studies. Students will investigate research questions in school settings by independently preparing an action research proposal.
EDUC7556 Conceptual Statistics and Applications for Educators (3)
An introduction to statistical approaches to making decisions in K-12 schools. This course introduces students to descriptive and inferential statistics commonly used in education. The primary objective of the course is to understand how to read and find meaning in statistics as well as to use statistics for the purposes of self-guided research. No previous course work in statistics is assumed.

EDUC7568 Math Pedagogy and Intervention (3)
This class will focus on the reasons some students have difficulties learning mathematics. The components of effective mathematics instruction will be reviewed as well as different instructional models. The impact of learning disabilities on mathematics achievement will be examined. Participants will be required to work individually with a K-12 student who is having difficulty learning mathematics for a minimum of 10 hours over the duration of the class.

EDUC7573 Technology: Exceptional Child (3)
An overview of technology and assessment for technological needs for varied exceptionalities, such as mobility, prosthetics, orthotics, adaptive devices, communication devices, visual technologies, hearing technologies, and the use of ecological assessment. This includes the adaptive use of computers.

EDUC7576 Special Education Law (3)
Understand the legal complexities involved in identifying and providing education services to students with special needs, while ensuring compliance with federal and state guidelines. Emphasis will be on how case law has affected the development of both IDEA and Idaho State requirements.

EDUC7586 Assessment & Collaboration (3)
Research, select, Choose and administer assessment procedures/protocols, and collaborate with teachers, administrators, and parents. Analyze assess data to determine special education eligibility, necessary services, and supports, and intervention methods that would be most effective. Includes norm-referenced, criterion-referenced, curriculum-based assessments. Strategies for providing indirect services to student with exceptionalities by working effectively with other services providers for effective interventions will be included.

EDUC 7596IV Internship in Teaching Exceptional Child (4)
This course is an extended period of applied study under the supervision of an on-site supervisor with the support of a graduate faculty member and includes a seminar. Two options will be available. The first option is a traditional one term student teaching experience with a cooperating teacher. The second option is designed to accommodate the intern who is currently employed as an Exceptional Child educator while working to obtain certification. The intern may take a semester of intensive supervision in the classroom in which he/she is teaching (in-classroom placement) and an additional two-week of observations in other special education classrooms/settings (out-of-classroom requirement). The out-of-classroom requirement may be scheduled within the semester of in-class interning. Co-requisites: EDUC7596IVB

EDUC7596IVB Internship in Teaching Exceptional Child Portfolio Binder (0-1)
A portfolio binder will be submitted as evidence of the experiences during the internship. Grade of pass/fail. Course is zero (0) credits when taken in the last semester of the program. Course can be completed for one (1) credit per semester until requirements for degree are successfully achieved. Pre/co-requisites: EDUC7596IV
Exceptional Child, M.Ed. Program Overview

The M.Ed., Exceptional Child program is designed to assist currently certified teachers in acquiring their Exceptional Child endorsement. It is a fully online program which includes a practicum experience in teaching children with special needs. The program includes all requirements for a teaching endorsement in special education.

This program will be accredited through the Idaho State Department of Education and our national accreditation through the Council for the Accreditation of Educator Preparation (CAEP). These are standard accreditation procedures which the College of Education has completed for all previous certification and endorsement programs. A substantive review has been filed with the Northwest Commission on Colleges and Universities (NWCCU) and has been approved.

Master of Education, Exceptional Child (37 semester credits)
This major is designed for classroom teachers who hold elementary, secondary, or special education certification and wish to gain further expertise and/or become certified to teach exceptional children. Additional training in aspects of regular education that are important to teaching students with exceptionalities is part of the program. The internship has two options: one option is for educators currently teaching in the classroom for exceptional children; and one option is for others who are not currently teaching exceptional children.

In the last semester, each candidate will enroll in EDUC7596IVB Internship in Teaching Exceptional Child Portfolio Binder (0-1) credits where they will upload their portfolio.

The Exceptional Child program takes approximately 22 months, including four graduate credits of internship.

To be recommended to the State of Idaho for a K-12 Exceptional Child Generalist endorsement on an Idaho Teaching Certificate, candidates must:

- Successfully complete the M.Ed. Exceptional Child program
- Have earned a passing score on the Idaho Comprehensive Literacy Assessment
- Earn a passing score on the required PRAXIS II tests for special education

The candidate will submit the appropriate paperwork and fees to the Idaho State Department of Education to obtain certifications and endorsements in Idaho. Every Exceptional Child candidate will be registered for the approved accreditation and assessment software during EDUC8000 Orientation: Graduate Education.

Student Learning Outcomes/Assessment Plan

The State of Idaho has established the expected standards for anyone obtaining a Special Education endorsement. These standards provide the student learning outcomes framework the program. These standards have been mapped out throughout the program through introduction, developing and
mastery levels. Key assessments have been identified and created in Development courses and are tracked and analyzed for program review and improvement.

At the end of the program each candidate will complete a Special Education Standards Portfolio. In the portfolio, the candidate will submit artifacts for each of the standards. Each artifact will be accompanied by a rationale for that artifact explaining why the artifact demonstrates mastery of the standard. The portfolio will be evaluated by the Exceptional Child Program Director and any other individuals they may appoint.

Besides the Standards Portfolio, each candidate will have to complete a semester-long internship/practicum. Each candidate will be observed by both university personnel and school district personnel. Candidates will be evaluated utilizing the Idaho State Department of Education approved Danielson Framework for Teaching evaluation instrument. All individuals supervising interns/practicum candidates will have successfully completed an Idaho SDE approved Danielson training program prior to evaluating candidates. Disposition evaluations are also completed on all candidates throughout the internship and program. Successful completion of the internship/practicum is required for all candidates in the program.

**Education Department Conceptual Framework--Learner-Centered CORE**

The following themes form the conceptual framework for NNU’s Education program and are embraced and modeled within the content of the course.

- **Called to Serve**—Educators prepared at Northwest Nazarene University view their profession as not just a job but rather as a ministry that requires the full engagement of heart, mind, and soul. They have accepted the call to transform the lives of students through teaching, leading, mentoring, and relationship building. They keep what is best for the student at the center of all they do. (Service)

- **Open to Change**—Educators prepared at Northwest Nazarene University value learning and demonstrate a breadth of knowledge and an inquiry-based habit of mind. As lifelong learners, they continually update their knowledge and skills--innovating with the latest technology and seeking ways to improve education. They question educational assumptions and use current research to stimulate reflection and to inform practice. (Transformation)

- **Responsive to All**—Educators prepared at Northwest Nazarene University are committed to the academic, social, and emotional growth of all students with focused attention on those with diverse needs. They believe that all students can learn. They understand students’ backgrounds and make connections through meaningful relationships and community building. Educators prepared at NNU play critical roles in promoting democratic values. They examine and challenge social inequities in schools and communities, facilitating equal voice and equal access for all students and parents. They understand the historical and philosophical purposes of schools and the legal and societal influences impacting youth and families. (Community)

- **Empowered to Succeed**—Educators prepared at Northwest Nazarene University are highly skilled in promoting student achievement, using data to guide practice and incorporating technology to enrich learning. Adept at working with parents and responding to students, they apply theories, strategies, frameworks, and research to challenge, to interest, to accommodate, and to assess a diverse student population. Educators prepared at NNU demonstrate management expertise that stimulates growth and creates a safe and positive learning environment. They are recognized as experts in their fields. (Truth)
### M.Ed. Exceptional Child

This is an unofficial schedule until Official Transcripts are evaluated

GF – Grad Fall; GS – Grad Spring; SG – Grad Summer

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
<th>Timeline Online</th>
<th>Tracking</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 8000 Orientation – Graduate Education</td>
<td>0</td>
<td>Jan- Dec</td>
<td></td>
</tr>
<tr>
<td>EDUC 7549 IEP and Transition</td>
<td>3</td>
<td>GS 1: Jan-March</td>
<td></td>
</tr>
<tr>
<td>EDUC 7538 Behavior Intervention and Treatment</td>
<td>3</td>
<td>GS 2: March-May</td>
<td></td>
</tr>
<tr>
<td>EDUC 5786 Assessment and Collaboration</td>
<td>3</td>
<td>SG 1: May-June</td>
<td></td>
</tr>
<tr>
<td>EDUC 7536 Trauma Informed Care</td>
<td>3</td>
<td>SG 2: July-Aug</td>
<td></td>
</tr>
<tr>
<td>EDUC 7540 Reading, Theory, Intervention</td>
<td>3</td>
<td>GF 1: Aug-Oct</td>
<td></td>
</tr>
<tr>
<td>EDUC 7568 Math Pedagogy</td>
<td>3</td>
<td>GF 2: Oct-Dec</td>
<td></td>
</tr>
<tr>
<td>EDUC 7555 Mixed Methods</td>
<td>3</td>
<td>GS 1: Jan-Mar</td>
<td></td>
</tr>
<tr>
<td>EDUC 7548 Methods and Adaptation</td>
<td>3</td>
<td>GS 2: March-May</td>
<td></td>
</tr>
<tr>
<td>EDUC 7573 Technology: Exceptional Child</td>
<td>3</td>
<td>SG 1: May-June</td>
<td></td>
</tr>
<tr>
<td>EDUC 7576 Special Education Law</td>
<td>3</td>
<td>SG 2: July-Aug</td>
<td></td>
</tr>
<tr>
<td>EDUC 7556 Conceptual Statistics &amp; Application</td>
<td>3</td>
<td>GF 1: Aug-Oct</td>
<td></td>
</tr>
<tr>
<td>EDUC 7596IV Internship/ Exceptional Child</td>
<td>4</td>
<td>GF 2: Oct-Dec</td>
<td></td>
</tr>
<tr>
<td>EDUC 7596IVB Internship in Teaching Exceptional Child</td>
<td>0-1</td>
<td>Jan-Dec</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS REQUIRED**

37 Sem Cr.
<table>
<thead>
<tr>
<th>Signature of College Chair/Director/Dean</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Graduate Chair/Director/Dean, or other official (if applicable)</td>
<td>Date</td>
</tr>
</tbody>
</table>

10/23/2020

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