

**CONSENT
FEBRUARY 17, 2021**

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

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TAB	DESCRIPTION	ACTION
10	SDE – NORTHWEST NAZARENE UNIVERSITY – EDUCATOR PREPARATION PROGRAM	Action Item

BOARD ACTION

I move to approve the consent agenda.

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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

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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 _____

CONSENT
FEBRUARY 17, 2021

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

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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 _____

CONSENT
FEBRUARY 17, 2021

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.

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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;

- Past essay questions all with model answers;
- Over 2,200 practice MBE questions available both online and in printed form;
- Simulated MBE with national performance ranking for each student; and
- 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:

<u>Academic Year</u>	<u>Fee</u>
2019-20	\$400
2020-21	\$400
2021-22	\$400
2022-23	\$400

- 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, \$25 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

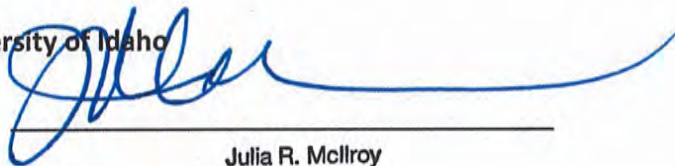
- a. General Representations. Each Party represents and warrants to the other Party that it has all requisite power and authority to execute and deliver this Agreement and consummate the transactions contemplated herein.
- b. Binding Effect. This Agreement shall be binding upon, inure to the benefit 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:



Julia R. McIlroy

Name:

Title:

Director, Contracts and Purchasing Services

BARBRI, INC.

By:



Digitally signed by Mike Sims
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ou=President,
email=mike.sims@barbri.com,
c=US
Date: 2019.08.06 09:34:07 -05'00'

Name:

Title:



A NEW WAY TO SIGN IN - If you already have a SAM account, use your SAM email for login.gov.

[Log In](#)

[Login.gov FAQs](#)

ALERT: SAM.gov will be down for scheduled maintenance Saturday 07/13/2019, from 8:00 AM to 1:00 PM (EDT).

ALERT: CAGE is currently experiencing a high volume of registrations, and is working them in the order in which they are received. When your registration is assigned to a CAGE Technician, you will be contacted by CAGE, if necessary, for any additional information.

Search Results

Current Search Terms: BARBRI*

Total records:0

[Save PDF](#)

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Result Page:

Sort by **Relevance** ▼

Order by **Descending** ▼

Your search for BARBRI* returned the following results...

No records found.

Result Page:

[Save PDF](#)

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www.gsa.gov

Search Records Disclaimers FAPIS.gov
Data Access Accessibility GSA.gov/LAE
Check Status Privacy Policy GSA.gov
About USA.gov
Help

This is a U.S. General Services Administration Federal Government computer system that is "FOR OFFICIAL USE ONLY." This system is subject to monitoring. Individuals found performing unauthorized activities are subject to disciplinary action including criminal prosecution.



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: _____

Title: _____

Digitally signed by Mike Sims
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Inc, ou=President,
email=mike.sims@barbri.com,
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A handwritten signature in black ink, appearing to read 'J. Long', written over a horizontal line.

CONSENT
FEBRUARY 17, 2021

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.

CONSENT
FEBRUARY 17, 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 _____

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Dr. Leslie Durham

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Dr. Tammi Vachha-Haase

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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.

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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.

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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.

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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.

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Boise State University	MA in History	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.
Idaho State University	MA in History	Trains students to explore established and emerging historical problems. Flexible options for K-12 educators. Thesis or non-thesis options available.
University of Idaho	MA in History	Program emphasis on American West/Pacific Northwest; Science/Health/Environment; Gender Studies. Thesis or non-thesis options available.

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Institution and Program Name	Headcount Enrollment in Program				Number of Graduates From Program			
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	FY20 17	FY2018	FY2019	FY 2020
BSU Master of Applied Historical Research (MAHR)	5	11	8	7	4	0	4	3
BSU MA in History	20	17	17	20	2	5	5	2
University of Idaho MA in History	4	7	13	n/a	5	0	1	4
Idaho State University MA in Historical Research Management	11	14	13	6	3	3	4	1

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The discontinuance of the MAHR will have no impact on other programs or the mission of the institution.

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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.

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Total Other Costs	Ä#	Ä#	Ä#	Ä#
TOTAL EXPENDITURES:	Ä#	Ä#	Ä#	Ä#
Net Income (Deficit)	Ä#	Ä#	Ä#	Ä#

CONSENT
FEBRUARY 17, 2021

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

CONSENT
FEBRUARY 17, 2021

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:

Institution	Title	Certificate	Location	Delivery Method
CWI	Entrepreneurship and Small Business Management	Academic Certificate	Nampa	Hybrid Traditional (face-to-face)
LCSC	Entrepreneurship	Undergraduate Certificate	Lewiston	Hybrid
NIC	Entrepreneurship	Academic Certificate	Coeur d'Alene	Hybrid Online Traditional (face-to-face)
UI	Entrepreneurship	Undergraduate Certificate	Coeur d'Alene Moscow	Traditional (face-to-face)

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 _____

Institutional Tracking No. _____

Idaho State Board of Education

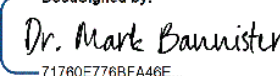
Proposal for Academic Degree and Certificate Program

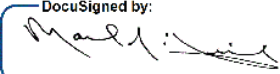

Date of Proposal Submission:	November 2020
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Business & Economics
Name of Department(s) or Area(s):	Department of Management

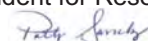
Official Name of the Program:	Entrepreneurship Certificate (Online)				
Implementation Date:	Fall 2021				
Degree Information:	Degree Level: Undergraduate			Degree Type: Certificate	
CIP code (consult IR /Registrar):	52.0701 Entrepreneurship/Entrepreneurial Studies				
Method of Delivery: Indicate percentage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

Indicate whether this request is either of the following:

- | | |
|---|--|
| <input checked="" type="checkbox"/> New Degree Program | <input type="checkbox"/> Consolidation of Existing Program |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program |
| <input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative |

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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

Todd J. Kilburn Digitally signed by Todd J. Kilburn
Date: 2020.12.22 16:20:40 -07'00'

Chief Financial Officer, OSBE Date

SBOE/Executive Director Approval Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** 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)
- Advertising, Marketing, Promotions, Public Relations & Sales Managers (SOC Code 11-2000)

2019 National Employment Matrix Title and Code		Employment		Job Openings Due to Growth and Replacement Needs 2019-2029
		2019 (# in thousands)	2029 (# in thousands)	
Top Executives	11-1000	2828.0	2946.3	118.3
General & Operations Managers	11-1021	2486.4	2630.2	143.8
Advertising, Marketing, Promotions, Public Relations & Sales Managers	11-2000	836.7	879.0	42.3
TOTAL				304.4

2016-2026 Idaho Long Term Employment Projections		Employment		Job Openings Due to Growth and Replacement Needs 2016-2026
		2016	2026	
Top Executives	11-1000	13,829	15,679	185
General & Operations Managers	11-1021	11,670	13,475	180
Advertising, Marketing, Promotions, Public Relations & Sales Managers	11-2000	3,885	4,395	56
TOTAL				421

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.”³ 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.⁴ 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

³ <https://www.inc.com/surge-cities#Boise>

⁴ <https://www.businessinsider.com/best-cities-women-entrepreneurs-female-founders-starting-businesses-low-earnings-gap#12-boise-idaho-4>

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 most past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		Fall 2017	Fall 2018	Fall 2019	Fall 2020	FY17	FY18	FY19	FY20
LCSC	Entrepreneurship Certificate (new program)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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:

Proposed Program: Projected Enrollments and Graduates First Five Years												
Program Name: Entrepreneurship Certificate (Online)												
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program						
FY22 (first year)	FY23	FY24	FY25	FY26		FY22 (first year)	FY23	FY24	FY25	FY26		
10	46	64	83	99		4	34	59	75	97		

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**

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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:

<input type="checkbox"/>	Program is important for meeting your institution's regional or statewide program responsibilities.
<input type="checkbox"/>	The program is in response to a specific industry need or workforce opportunity.
<input type="checkbox"/>	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
<input type="checkbox"/>	There is a contractual obligation or partnership opportunity related to this program.
<input type="checkbox"/>	The program is in response to accreditation requirements or recommendations.
<input type="checkbox"/>	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).

I. PLANNED STUDENT ENROLLMENT									
	FY 2022		FY 2023		FY 2024		FY 2025		FY 2026
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	Headcount
A. New enrollments	3.9	21	14.9	49	20.8	61	27.3	83	96
B. Shifting enrollments	0.4	2	1.7	5	2.3	7	3.0	9	11
Total Enrollment	4.4	23	16.6	54	23.1	68	30.4	92	107
Student Credit Hours Generated	132		497		694		911		1,081
II. REVENUE									
	FY 2022		FY 2023		FY 2024		FY 2025		FY 2026
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	One-time
1. New Appropriated Funding Request									
2. Institution Funds									
3. Federal									
4. New Tuition Revenues from Increased Enrollments									
5. Student Fees		\$46,069		\$173,880		\$242,865		\$318,701	\$378,236
6. Other (i.e., Gifts)									
Total Revenue	\$0	\$46,069	\$0	\$173,880	\$0	\$242,865	\$0	\$318,701	\$378,236
Ongoing is defined as ongoing operating budget for the program which will become part of the base.									
One-time is defined as one-time funding in a fiscal year and not part of the base.									
Budget Notes:									
I.A. B.	Calculation of FTE and headcount as follows:								
	> 1 FTE = 30 credits								
	> Headcount determined as the distinct number of students in the program that year.								
	> Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments.								
	> Assume 10% attrition from one semester to the next.								
II.5.	> Student Fee revenue calculated as Student Credit Hours * \$350 per credit.								
	> \$350 calculated as estimate of 2021-2022 per-credit.								
	> To be conservative, assume in calculations that per-credit fee does not increase over time to align with the amount charged to traditional resident students								

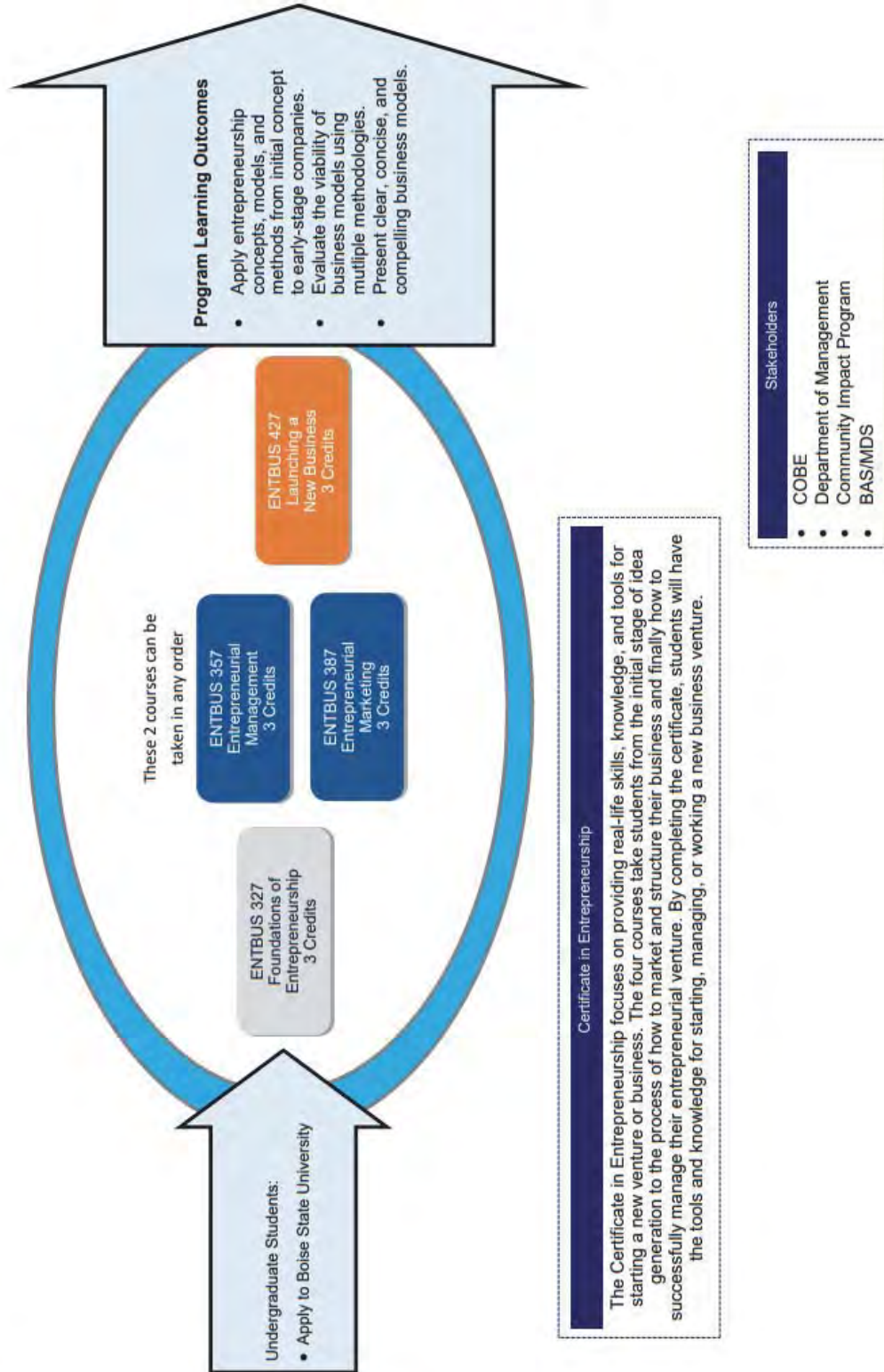
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		FY	2022	FY	2023	FY	2024	FY	2025	FY	2026
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay											
	1. Library Resources										
	2. Equipment										
	Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
D. Capital Facilities Construction or Major Renovation											
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
E. Other Costs											
	1. Boise State University Support		\$23,034		\$86,940		\$121,433		\$159,351		\$189,118
	Utilities										
	Maintenance & Repairs										
	Other										
	Total Other Costs	\$0	\$23,034	\$0	\$86,940	\$0	\$121,433	\$0	\$159,351	\$0	\$189,118
	TOTAL EXPENDITURES:	\$0	\$57,008	\$0	\$156,614	\$0	\$209,252	\$0	\$252,452	\$0	\$294,926
	Net Income (Deficit) to College	\$0	-\$10,939	\$0	\$17,266	\$0	\$33,613	\$0	\$66,249	\$0	\$83,310
Budget Notes (specify row and add explanation where needed; e.g., "I A, B. FTE is calculated using..."):											
III 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



CONSENT
FEBRUARY 17, 2021

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,

CONSENT
FEBRUARY 17, 2021

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 _____

**CONSENT
FEBRUARY 17, 2021**

ATTACHMENT 1

EPSCoR Committee Members

VOTING MEMBERS (16 members)

Member Name	Original Appt.	Re-appointment	Expires	Representing	Position	Board Meeting
Barneby, David G.	9/9/2008	1/1/2014	6/30/2019	Private Sector	(Retired)VP Nevada Power	12/19/2013 2/27/2014
Combs, Todd	10/18/2018		6/30/2021	INL		10/18/2018
Bell, Maxine	12/13/2006	10/22/2015	6/30/2020	House of Rep	House of Rep.	4/22/2005 10/22/2015
Borud, Matt	4/17/2014		Ex-officio	Commerce	Idaho Department of Commerce	4/17/2014
Dave Tuthill	8/16/2012	6/15/2017	6/30/2022	Private Sector		6/15/2017 8/16/2012
Gilliam, Gynii	10/22/2015		6/30/2019	Private Sector		10/22/2015
Jacklin, Doyle	12/13/2006	2/18/2010 10/22/2015	6/30/2020	Private Sector		4/22/2005 2/18/2010 10/22/2015
Nelson, Janet	12/15/2016		Ex-officio	VPR	UI - VPR	12/15/2016
Noh, Laird	12/13/2006	7/1/2011 7/1/2016	6/30/2021	Private Sector	Vice-Chair	(6/27/2012) 12/9/2010 12/15/2016
Nye, Mark	4/20/2017		6/30/2020	Senate	State Senate	4/20/2017
Oppenheimer, Skip	12/15/2016		6/30/2021	Private Sector		12/15/2016
Ray, Leo	12/16/2006	7/1/2011 6/15/2017	6/30/2022	Private Sector	Fish Breeders	(6/27/2002) 12/9/2010 6/15/2017
Blackman, Harold	10/18/2018		Ex-officio	VPR	BSU - VPR	10/18/2018
Shreeve, Jean'ne	12/13/2006	2/21/2013	6/30/2019	Private Sector	UI - Professor	4/22/2005 2/21/2013
Stevens, Dennis	(1/23/01) 4/22/2005	4/22/2005 2/18/2010 10/22/2015	6/30/2020	Private Sector	Physician	4/22/2005 2/18/2010 10/22/2015
Vacant			Ex-officio	VPR	ISU - VPR	

NON-VOTING MEMBERS (2 members)

Member Name	Original Appt.		Expires		Position	
TBD	----		Ex-officio		Representative from Governor's Office	
David Hill	12/15/2016		Ex-officio		Idaho State Board Member	12/15/2016

December 15, 2020

Idaho State Board of Education

To Whom It May Concern:

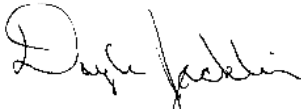
This letter is to express my interest in reappointment to the Idaho EPSCoR Committee when my current term expires. I have served as both an EPSCoR Committee member and as State Committee Chairman during periods of increasing EPSCoR funding for the State of Idaho. In addition to attending several National 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,

A handwritten signature in dark ink, appearing to read "Doyle Jacklin", written in a cursive style.

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-



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.



**OFFICE OF RESEARCH AND
ECONOMIC DEVELOPMENT**

Office of the Vice President
875 Perimeter Drive MS 3010
Moscow ID 83844-3010

208-885-6689
208-885-4990 [FAX]
vpresearch@uidaho.edu
uidaho.edu/research

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.

From: Senator Mark Nye <mnye@senate.idaho.gov>
Date: Friday, November 27, 2020 at 12:32 AM
To: Rick Schumaker UI <rschumak@uidaho.edu>
Subject: Re: Idaho EPSCoR Committee membership

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
7. ACOS for Research, Boise VA Medical Center 2000-2018.
8. Chief of Infectious Diseases Veterans Administration Medical Center Boise Idaho 1979-2019

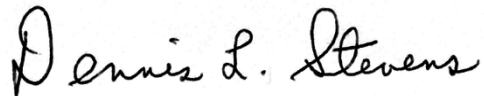
Other Notable Accomplishments include:

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
3. Recipient of \$15,000,000 of Veterans Affairs Research Grants, Pharmaceutical Grants, NIH Grants and American Heart Association grants from 1979-2016.
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.
9. 2020: Anaerobe Society of the Americas, Life-Time Achievement Award.
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,

A handwritten signature in black ink that reads "Dennis L. Stevens". The signature is written in a cursive style with a large, stylized 'D' and 'S'.

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

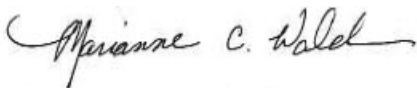
Dr. Laird Noh, Chair
Idaho EPSCoR Committee
872 Perimeter Drive, MS 3029
Moscow, ID 83844-3029

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.

CONSENT
FEBRUARY 17, 2021

SUBJECT

Semi-Annual Report of Approved Program Requests

REFERENCE

August 2020

Board accepted semi-annual report

APPLICABLE STATUTE, RULE, OR POLICY

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

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.

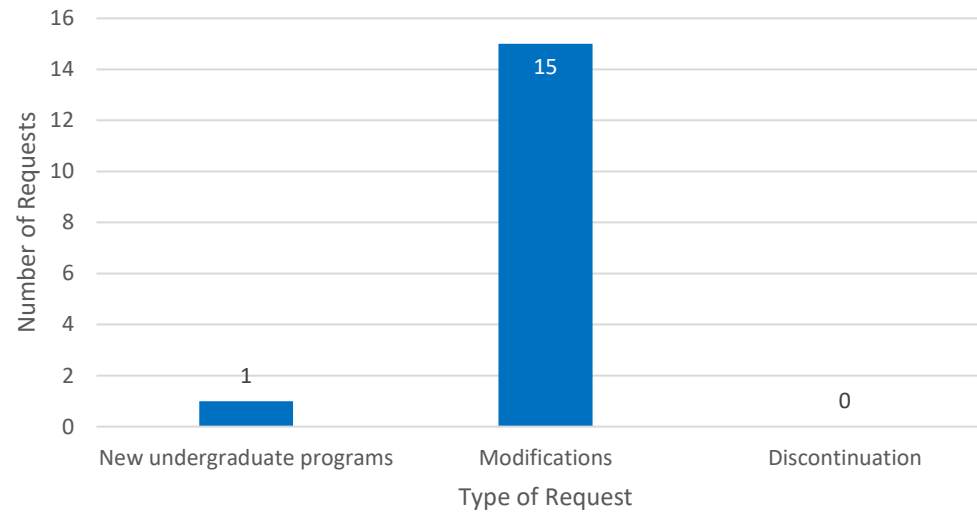
BOARD ACTION

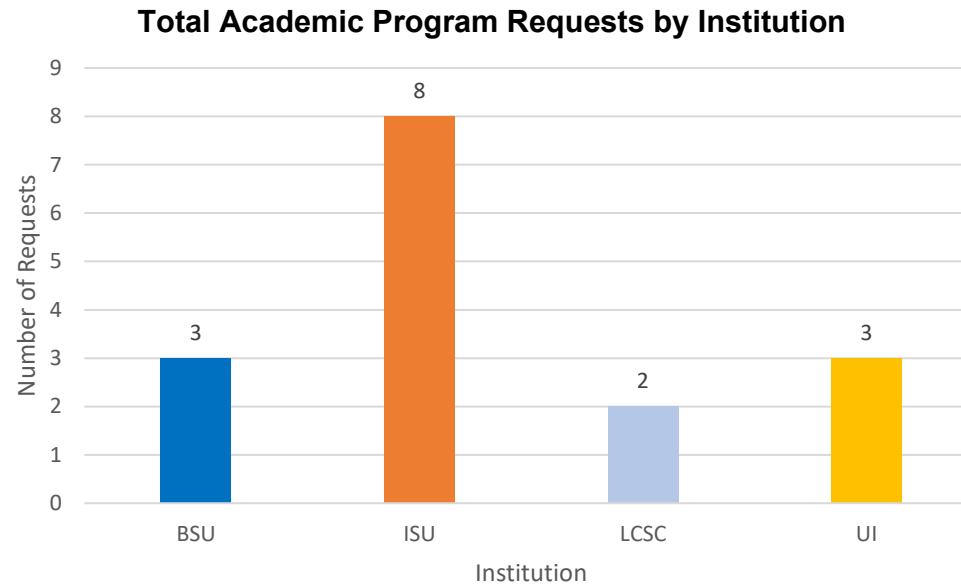
I move to accept the Semi-Annual Report of Approved Program Requests approved by the Executive Director.

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





List of Academic Program/Unit Changes Approved by Executive Director

Institution	Request Type	Degree/Certificate/Other	Program Title
BSU	New	Bachelor of Science	Computer Systems Engineering
BSU	Modification	Existing Graduate Certificate	Add online option of User Research
BSU	Modification	Instructional Unit	Bifurcate existing Department of Communication and Media into two separate departments: Department of Communication and Department of Media
ISU	Modification	Existing program	Add online option of Master of Physical Education/Athletic Administration program
ISU	Modification	Existing program	Add online option of Bachelor of Arts/Bachelor of Science in Elementary Education

**CONSENT
FEBRUARY 17, 2021**

ATTACHMENT 1

Institution	Request Type	Degree/Certificate/Other	Program Title
ISU	Modification	Existing program	Add online option of Bachelor of Arts/Bachelor of Science in Special Education
ISU	Modification	Existing certificate	Add online option of Diagnostic Medical Sonography
ISU	Modification	Existing unit	Under the Kasiska Division of Health Sciences <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Department of Electrical and Computer Engineering • Department of Nuclear Engineering • 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

**CONSENT
FEBRUARY 17, 2021**

ATTACHMENT 1

Institution	Request Type	Degree/Certificate/Other	Program Title
LCSC	Modification	Bachelor of Arts/Bachelor of Science	Add online option of Elementary Education
LCSC	Modification	Bachelor of Arts/Bachelor of Science	Add online option of Communication Arts
UI	Modification	Existing program	Existing Early Childhood Development and Education <ul style="list-style-type: none"> • Early Childhood is split from Child Development. • Created two majors instead of one • Degree title changed to B.S. from B.S..Erly.Chldhd.Dev.Ed.
UI	Modification	Existing program	Existing Food and Nutrition <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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

**CONSENT
FEBRUARY 17, 2021**

ATTACHMENT 1

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.

Institution	Request Type	Certificate/Other Academic Program Component	Program Title/Description
BSU	New	Graduate Certificate	Bilingual Education, K12
BSU	New	Graduate certificate	Computational Sciences
BSU	New	Undergraduate certificate	Health Coaching
BSU	New	Undergraduate certificate	Environmental Education
BSU	New	Undergraduate certificate	Environmental History
BSU	New	Undergraduate certificate	Gender/Women's History
BSU	New	Options	Under the Bachelor of Music Education <ul style="list-style-type: none">• Bow Strings option• Piano/Guitar option• Voice option• Wind/Bass/Percussion option
BSU	New	Minor	History of War, Conflict and Society
BSU	New	Minor	History of Law, Justice, and Power
BSU	New	Minor	History of Faith and Ideology
BSU	New	Minor	General History with Geographic Focus
BSU	New	Tracks	Under existing M.A. in History <ul style="list-style-type: none">• Academic track• Educator track• Public track
BSU	Relocate	Existing certificates	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
BSU	Inactivate	Existing program	Suspend enrollment for Master of Arts in Communication and Master of Science in STEM Education to allow for program assessment.

**CONSENT
FEBRUARY 17, 2021**

ATTACHMENT 1

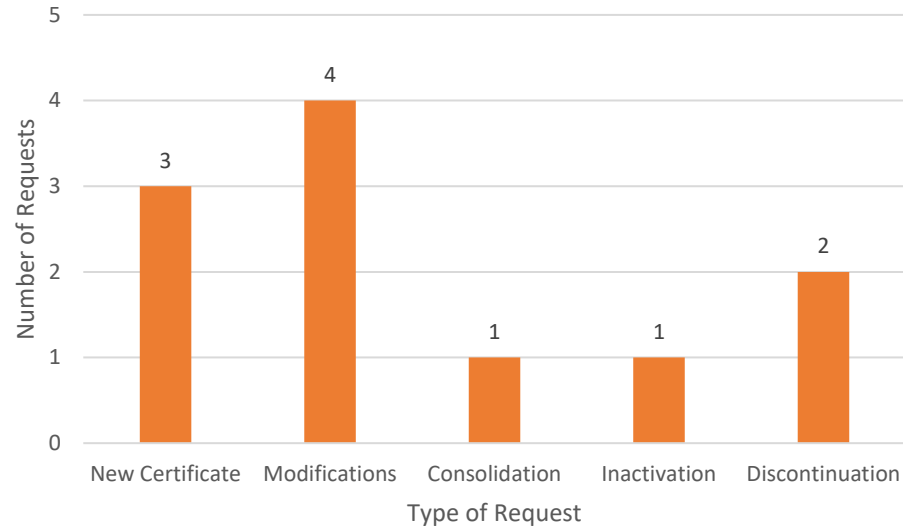
Institution	Request Type	Certificate/Other Academic Program Component	Program Title/Description
BSU	Name Change	Existing graduate certificate	Mathematical Thinking for Instruction to Mathematics Instruction, Learning and Leadership
BSU	Name Change	Existing program	Under the Ph.D. in Computing program <ul style="list-style-type: none"> Computational Science and Engineering emphasis to Computational Mathematics, Science and Engineering
BSU	Name Change	Existing Administrative unit	Center for School Improvement and Policy Studies to Center for School and Community Partnerships
BSU	Name Change	Existing program	Bachelor of Arts in Media Arts to Bachelor of Arts in Integrated Media and Strategic Communication
BSU	Name Change	Existing emphases	Under the Bachelor of Science in Kinesiology <ul style="list-style-type: none"> Exercise Science to Human Performance and Exercise Science Biomechanics to Neuromechanical Science Pre-Athletic Training to Rehabilitation Science
BSU	Name Change	Existing emphases	Under the Bachelor of Arts in Global Studies <ul style="list-style-type: none"> Sustainable Futures to Global Environment International Relations to International Governance and Development
BSU	Name Change	Existing emphasis	Under the Bachelor of Fine Arts in Visual Art <ul style="list-style-type: none"> Interdisciplinary Art Studio to Time-Based Art
BSU	Name Change	Existing unit	Change the name of their Institute for STEM and Diversity Initiatives to the Institute for Inclusive and Transformative Scholarship
ISU	New	Graduate certificate	Secure Cyber Operations
ISU	New	Graduate certificate	Rural Health
ISU	New	Undergraduate certificate	Professional Sales

**CONSENT
FEBRUARY 17, 2021**

ATTACHMENT 1

Institution	Request Type	Certificate/Other Academic Program Component	Program Title/Description
ISU	New	Certificate	Computer Science Cybersecurity
ISU	New	Certificate	Addiction Studies
ISU	New	Certificate	Financial Literacy
ISU	New	Certificate	Online, Special Education Director Endorsement Certificate
ISU	New	Certificate	Online, Idaho K-12 Principal Endorsement Certificate
ISU	New	Minor	Healthy Aging
ISU	New	Minor	Pre-Physician Assistant
ISU	Discontinue	Minor	Marketing
ISU	Modification	Existing program	Relocate Computer Aided Design Drafting Technology and Computerized Machining Technology from the Technical Department to the Trade and Industrial Department
ISU	Modification	Existing program	Relocate Aircraft Maintenance Technology from the Trade and Industrial Department to the Technical Department.
ISU	Modification	Existing program	Add a 16-month part time option to the existing Diagnostic Medical Sonography certificate
UI	Modification	Instructional Unit	Relocate Confucius Institute from Strategic Enrollment Management to the College of Letters, Arts and Social Sciences
UI	Inactivate	Existing program	Suspend enrollment for the Executive Master of Business Administration to allow for program assessment.
UI	Name Change	Existing program	Bachelor of Science in Family and Consumer Sciences in Apparel, Textiles, and Designs to a Bachelor of Science in Apparel, Textiles, and Design

Career Technical Program Requests Approved by Executive Director



Institution	Request Type	Degree/Certificate/Other	Program Title/Description
CEI	Modification	Specialized Certificate	Change from a Basic Technical Certificate to a Specialized Certificate in Information Assurance and Cybersecurity
CSI	Modification	Existing program	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
CSI	New	Basic Technical Certificate	Retail Management
CSI	New	Basic Technical Certificate	Residential Construction

**CONSENT
FEBRUARY 17, 2021**

ATTACHMENT 1

Institution	Request Type	Degree/Certificate/Other	Program Title/Description
CWI	Consolidate	Electrical, HVAC, and Plumbing emphases	Associate of Applied Science in Applied Technology and Apprenticeship
CWI	Inactivate	Existing program	Inactivate the Intermediate Technical Certificate in Surgical Technology
LCSC	Modification	Associate of Applied Science Advanced Technical Certificate	Accounting Assistant (addition of online option)
NIC	New	Basic Technical Certificate	Fire Service Technology
NIC	Discontinue	Associate of Applied Science Advanced Technical Certificate	Web Design
NIC	Discontinue	Associate of Applied Science Advanced Technical Certificate Intermediate Technical Certificate	Graphic Design
NIC	Modification	Existing program	Merge Graphic Design and Web Design programs into a new program titled Graphic and Web Design. <ul style="list-style-type: none">• Program will offer Associate of Applied Science, Advanced Technical Certificate, and Intermediate Technical Certificate

**CONSENT
FEBRUARY 17, 2021**

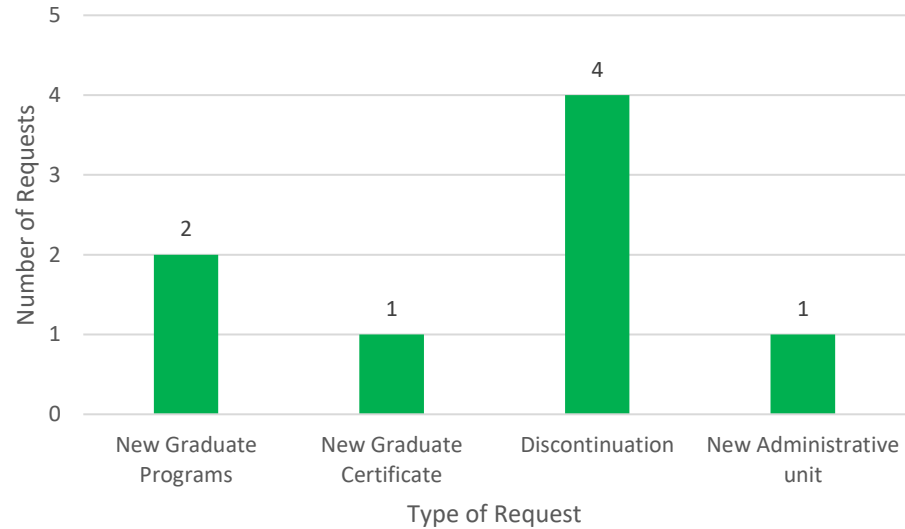
ATTACHMENT 1

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.

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

Academic Program Requests Approved by the Board



List of Academic Program/Unit Changes Approved by the Board

Institution	Request Type	Degree/Certificate/Other	Program Title
BSU	New	Master of Public Health	Master of Public Health
BSU	Discontinue	Master's	Master of Health Science
BSU	New	Administrative unit	Institute of Pervasive Cybersecurity
LCSC	New	Graduate Certificate	Nursing Management and Leadership
UI	Discontinue	Master of Science	Bioregional Planning and Community Design
UI	Discontinue	Master of Arts	Philosophy
UI	Discontinue	Master of Science	Rehabilitation Counseling and Human Services
UI	Discontinue	Master's	Master of Laws
UI	New	Master of Science	Dietetics

**CONSENT
FEBRUARY 17, 2021**

SUBJECT

Data Management Council Appointments

REFERENCE

June 2018	The Board reappointed Chris Campbell, Don Coberly, Matthew Rauch, and Georgia Smith to the Data Management Council. The Board appointed Cathleen McHugh to the Data Management Council.
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:

CONSENT
FEBRUARY 17, 2021

- 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.

CONSENT
FEBRUARY 17, 2021

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 _____

**CONSENT
FEBRUARY 17, 2021**

ATTACHMENT 1

**DATA MANAGEMENT COUNCIL MEMBERSHIP
February 2021**

Office of the State Board of Education Dr. Cathleen McHugh Chief Research Officer Idaho State Board of Education Member since 2018 Term: July 1, 2019 – June 30, 2021	Office of the State Board of Education Vacant
Public Postsecondary Institution – Four-year Institution Dr. Grace Anderson Director of Institutional Research, Lewis-Clark State College Member since 2019 Term: July 1, 2019 – June 30, 2021	Public Postsecondary Institution – Community College Chris Bragg Associate Dean of Institutional Effectiveness College of Southern Idaho Member since 2020 Term: July 1, 2020 – June 30, 2022
Public Postsecondary Institution Registrar Tami Haft Registrar/Director of Admissions – Enrollment Services North Idaho College Member since 2011 Term: July 1, 2019 - June 30, 2021.	Public Postsecondary Institution – Four-year Institution Dr. Leslie Odom Associate Director for Reporting and Data Quality Boise State University Member since 2020 Term: August 26, 2020 – June 30, 2022
K-12 School District - Rural Scott Thomson Executive Director North Idaho STEM Charter Academy Member since 2019. Term: July 1, 2019 - June 30, 2021	K-12 School District - Urban Matthew Rauch Database Manager Kuna School District Member since 2015 Term: July 1, 2020 - June 30, 2022
K-12 School District - Rural Dr. Marcia Grabow Data and Assessment Coordinator Blaine County School District Member since 2020 Term: July 1, 2019 - June 30, 2021	State Department of Education Kevin Whitman Director for Assessment and Accountability Idaho State Department of Education Member since 2020 Term: August 26, 2020 – June 20, 2022
Division of Career Technical Education Heather Luchte Director, Performance Management Division of Career Technical Education Member since 2014 Term: July 1, 2019 - June 30, 2021	Department of Labor Georgia Smith Deputy Director of Communications, Research and Determination Services Idaho Department of Labor Member since 2014. Term: July 1, 2020 - June 30, 2022
At-Large Representative Vacant	

From: [Chris Campbell](#)
To: [Cathleen McHugh](#)
Subject: Data Management Council
Date: Thursday, January 14, 2021 11:53:25 AM
Attachments: [image001.png](#)

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
boardofed.idaho.gov

From: [Todd M. King](#)
To: [Cathleen McHugh](#)
Cc: [Chris Campbell](#)
Subject: DMC reappointment
Date: Thursday, January 14, 2021 11:26:39 AM
Attachments: [image002.png](#)

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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**CONSENT
FEBRUARY 17, 2021**

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

Degree: AA, Interior Design, 5/2003

Declared Emergency: September 3, 2020 American Heritage Charter School Board of Trustees declared an emergency exists for the 2020-21 school year.

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.

CONSENT
FEBRUARY 17, 2021

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends American Heritage Charter School's request for Breanna Luker without reservation.

Blackfoot School District #55

Applicant Name: Emily Abercrombie

Content & Grade Range: All Subjects K-8

Degree: AA, General Studies – Health and Education, 12/1998.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Blackfoot School District's request for Emily Abercrombie without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Boise Independent School District's request for Karen Antam without reservation.

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.

CONSENT
FEBRUARY 17, 2021

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Boise Independent School District's request for Mtizi Cannon without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Boise Independent School District's request for Chris Lewis without reservation.

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.

CONSENT
FEBRUARY 17, 2021

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Boise Independent School District's request for Austin Sparks without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Bonneville Joint School District's request for Kayla Martens without reservation.

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

CONSENT
FEBRUARY 17, 2021

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Caldwell School District's request for Kaylee Green without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Caldwell School District's request for Zuri Meehan without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Caldwell School District's request for Kayle Niska without reservation.

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.

CONSENT
FEBRUARY 17, 2021

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Caldwell School District's request for Zachary Strong without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Cambridge School District's request for Keith Davis without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Cambridge School District's request for James DeVries without reservation.

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.

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PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Cambridge School District's request for Marie Midgley without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Cassia County Joint School District's request for Ashley Bedke without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Filer School District's request for Thomas Crozier without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Forge International School's request for Amy Kirschner without reservation.

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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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Hansen School District's request for Brandi Stimpson without reservation.

Jefferson County Joint School District #251

Applicant Name: Heather Cooper

Content & Grade Range: School Counselor K-12

Degree: BS, Psychology, 8/2004

Declared Emergency: September 9, 2020 Jefferson County Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Jefferson County Joint School District's request for Heather Cooper without reservation.

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.

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PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Jefferson County Joint School District's request for Kelsi Sidwell without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Jerome Joint School District's request for Jared Sorenson without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Joint School District's request for Brittany Streicher without reservation.

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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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Kimberly School District's request for Jennifer Torgesen without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Lake Pend Oreille School District's request for Michelle Adams without reservation.

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.

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PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Lakeland Joint School District's request for Scott Siebert without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Minidoka County Joint School District's request for Emily Armstrong without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Minidoka County Joint School District's request for Justin Burch without reservation.

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

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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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Moscow School District's request for Kathy Baxter without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Mountain View School District's request for Katrena Hauger without reservation.

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.

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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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Mountain View School District's request for Kolby Krieger without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Mountain View School District's request for Kaleigh Poxleitner without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Nampa School District's request for Jason DeBie without reservation.

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.

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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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Oneida School District's request for Janey Bredwick without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Oneida School District's request for Marley Bunnell without reservation.

Oneida School District #351

Applicant Name: Holly Carlson

Content & Grade Range: All Subjects K-8

Degree: AA, General Studies – Physics and Math Science, 6/1999

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Oneida School District's request for Holly Carlson without reservation.

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

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more teachers. Shauna is enrolled in ABCTE, but did not qualify on the Board approved mastery assessment.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Oneida School District's request for Shauna Haderlie without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Oneida School District's request for Katrina Laird without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Oneida School District's request for Mirta Meeks without reservation.

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.

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PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Oneida School District's request for Melanie Neal without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Oneida School District's request for Edward Perry without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Oneida School District's request for Jennifer Sasser without reservation.

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.

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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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Payette River Regional Technical Academy's request for Eileen Bromgard without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Shoshone School District's request for Laura Russell without reservation.

Syringa Mountain School #488

Applicant Name: Crystal Oliphant

Content & Grade Range: All Subjects K-8

Degree: AA, Library and Information Science, 5/2018 and AA, Education, 12/2019

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Syringa Mountain School's request for Crystal Oliphant without reservation.

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.

CONSENT
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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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Thomas Jefferson Charter School's request for Megan Ramirez without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Treasure Valley Classical Academy's request for Clinton Condra without reservation.

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 district 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.

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PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Twin Falls School District's request for Daniel Crook without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Twin Falls School District's request for Margie Huffaker without reservation.

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.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Wendell School District's request for Joseph Swainston without reservation.

IMPACT

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

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

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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

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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

Name of Institution	Northwest Nazarene University	Date of Submission	
New Program Name	Exceptional Child	Certification/Endorsement	Exceptional Child Generalists

<p>All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.</p>	<p>Is this a request from an Idaho public institution? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If yes, on what date was the Proposal Form submitted to the State Board of Education? <i>Click or tap to enter a date.</i></p>
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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](#).

Standards	Enhancement Standards Knowledge & Performance	Coursework
		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

Standards	Enhancement Standards Knowledge & Performance	Coursework
Standard 1	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.	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.
	1(a) language, culture and family	Intro: 7538 Methods of Behavior- Develop: 7510 Trauma and Mental Health Mastery: 7596 Internship
	1(b) development and individual differences	Intro: 7586 Assessment and Collaboration Develop: 7548 Methods and Adaptation Mastery: 7596 Internship
	1(c) exceptionalities interacted w/learning	Intro: 7540 Reading Intervention Develop: 7548 Methods and Adaptation Mastery: 7596 Internship
	1(d) modifies environment	Intro: 7538 Behavior and PBIS Develop: 7510 Trauma and Mental Health Mastery: 7596 Internship
	1(e) background influences ability	Intro: 7549 IEP and Transition Develop: 7510 Trauma and Mental Health Mastery: 7596 Internship
Standard 2	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.

Standards	Enhancement Standards Knowledge & Performance	Coursework
	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	Standard 3: Curricular Content Knowledge - 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 Adaptions 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.

Standards	Enhancement Standards Knowledge & Performance	Coursework
	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

Standards	Enhancement Standards Knowledge & Performance	Coursework
		Mastery: 7596 Internship
	4(d) Feedback	Intro: 7568 Math Intervention Develop: 7586 Assessment and Collaboration Mastery: 7596 Internship
	4(e) Assessment informs adaptations	Intro: 7548 Methods and Adaptions Develop: 7586 Assessment and Collaboration Mastery: 7596 Internship
	4(f) Assessment Technology	Intro: 7586 Assessment and Collaboration Develop: 7573: Technology: Exceptional Child Mastery: 7596 Internship
	4(g) Legal policies of assessments	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
	4(i) background information	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
	4(k) assessments to plans	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
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.	Standard 5 is Introduced during the EDUC 7568 Math Intervention course, it is then Developed in the EDUC 7548 Methods and Adaptions 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.

Standards	Enhancement Standards Knowledge & Performance	Coursework
	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: 7548 Methods and Adaptions Develop: 7573 Technology: Exceptional Child Mastery: 7596 Internship
	5(j) repertoire of evidence-based strategies	Intro: 7540 Reading Intervention Develop: 7548 Methods and Adaptions Mastery: 7596 Internship
	5(k) explicit instruction	Intro: 7568 Math Intervention Develop: 7548 Methods and Adaptions Mastery: 7596 Internship
	5(l) teacher matches communication	Intro: 7568 Math Intervention Develop: 7548 Methods and Adaptions Mastery: 7596 Internship

Standards	Enhancement Standards Knowledge & Performance	Coursework
Standard 6	5(m) UDL and tech for comm	Intro: 7548 Methods and Adaptions Develop: 7573 Technology: Exceptional Child Mastery: 7596 Internship
	5(n) Transition plans	Intro: 7549 IEP and Transition Develop: 7576 Special Education Law 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.
	6(a) Foundational knowledge	Intro: 7549 IEP and Transition Develop: 7548 Methods and Adaptions Mastery: 7596 Internship
	6(b) Culture impacts services	Intro: 7549 IEP and Transition Develop: 7548 Methods and Adaptions Mastery: 7596 Internship
	6(c) Teacher lifelong learning	Intro: 7549 IEP and Transition Develop: 7548 Methods and Adaptions Mastery: 7596 Internship
	6(d) Advocacy and mentoring	Intro: 7549 IEP and Transition Develop: 7548 Methods and Adaptions Mastery: 7596 Internship
	6(e) System for Records	Intro: 7549 IEP and Transition Develop: 7548 Methods and Adaptions Mastery: 7596 Internship
	6(f) Ethical Principles and standards	Intro: 7549 IEP and Transition Develop: 7548 Methods and Adaptions Mastery: 7596 Internship
	6(g) Guidance for support staff	Intro: 7540 Reading Intervention Develop: 7548 Methods and Adaptions

Standards	Enhancement Standards Knowledge & Performance	Coursework
		Mastery: 7596 Internship
	6(h) Teacher Professional Growth	Intro: 7549 IEP and Transition Develop: 7548 Methods and Adaptions Mastery: 7596 Internship
	6(i) Sensitive to diversity & ELL	Intro: 7549 IEP and Transition Develop: 7548 Methods and Adaptions 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.	Standard 7 is Introduced during the EDUC 7549 IEP and Transition course, it is then developed in the EDUC 7510 Trauma and Mental Health course. For Standard #7 the Key Assessment is a Collaborative Behavior Intervention Plan. Candidates use a Data Collection Project and create a Functional Behavior Intervention Plan and Positive Behavior Intervention Plan. Assume a role as the case-manager for a multidisciplinary team using the information collected. FBA and BIP state forms will be used for the final grade. Participate on teams of peers virtually; and be clear how you will collaborate with families in a culturally responsive and respectful manner. Seeing their input as a benefit and asset to 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.
	7(a) Effective Collaboration	Intro: 7549 IEP and Transition Develop: 7586 Assessment and Collaboration Mastery: 7596 Internship
	7(b) Collaborative Resources	Intro: 7549 IEP and Transition Develop: 7586 Assessment and Collaboration Mastery: 7596 Internship
	7(c) Collaboration in settings	Intro: 7549 IEP and Transition Develop: 7586 Assessment and Collaboration Mastery: 7596 Internship
	7(d) collaborate for safe environments	Intro: 7549 IEP and Transition Develop: EDUC 7510 Trauma and Mental Health Mastery: 7596 Internship
	7(e) collaborate with Parents	Intro: 7549 IEP and Transition Develop: EDUC 7510 Trauma and Mental Health Mastery: 7596 Internship
	7(f) Community services and networks	Intro: 7549 IEP and Transition Develop: EDUC 7510 Trauma and Mental Health Mastery: 7596 Internship

Standards	Enhancement Standards Knowledge & Performance	Coursework
	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

Standard	Key Assessment	7508 Orientation	7549 IEP and Transition	7538 Methods of Behavior	7586 Assessment & Collaboration	7540 Reading Difficulties	7568 Math Intervention	7548 Methods and Adaptations	7576 Special Ed Law	7510 Trauma and Mental Health	7573 Technology EC	7518 Action Research
CEC	1. Learner Development and Individual Learning Differences		INTRODUCE: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.							DEVELOP: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.		
	2. Learning Environments		INTRODUCE: Beginning special education professionals create 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.							DEVELOP: Beginning special education professionals create 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.		
	3. Curriculum Content Knowledge					INTRODUCE: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	INTRODUCE: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	DEVELOP: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.				
	4. Assessment				DEVELOP: Beginning special education professionals use multiple methods of assessment.	INTRODUCE: Beginning special education professionals use multiple methods of assessment.	INTRODUCE: Beginning special education professionals use multiple methods of assessment.					
	5. Instructional Planning and Strategies					INTRODUCE: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	INTRODUCE: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	DEVELOP: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.				
	6. Professional Learning and Ethical Practice		INTRODUCE: Beginning special education professionals use 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.						DEVELOP: Beginning special education professionals use 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.			
	7. Collaboration		INTRODUCE: Beginning special education professionals 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.		DEVELOP: Beginning special education professionals 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.				DEVELOP: Beginning special education professionals 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.			

IDAHO	Standard 1: Learner Development and Individual Learning Differences -	Key Assessment: IB Virtual BP Interview: IBVC, 7-40 BP's and Transition. This is a collaborative group project with will be held over through IBVC. Candidates will assume a role as a member of a multidisciplinary BP team involved in the development of an IBP. Using the video scenarios and a case study given by the instructor, they will participate in an IBP meeting. Instructor will assume the role of the parent to observe your collaboration, interaction and understanding of the process.	Develop: 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. Development and Individual Learning Differences	Introduce: 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. Development and Individual Learning Differences						
	Standard 2: Learning Environments	Miss general Plus: 75% 80% 80% in the classroom. Develop a Classroom Miss general Plus: design for individualized instruction (classroom design) subject area, shall not address. They will discuss the details how could be to address the classroom management needs for the majority of their students as described through a Positive Behavior Support plan. Create a map of the classroom using technology. Introduction Project: IBVC 75-80 Research, Theory, and Introduction of the IBVC. 80-90% of the class will have experience with the individual student who has reading ability. 80-90% of the class will have experience with the individual student who has reading ability. 80-90% of the class will have experience with the individual student who has reading ability.	Develop: 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.						Introduce: 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 3: Curricular Content Knowledge -				Develop: The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Develop: The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Introduce: The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.			
	Standard 4: Assessment			DEVELOP: The teacher uses multiple methods of assessment and data sources in making educational decisions.	INTRODUCE: The teacher uses multiple methods of assessment and data sources in making educational decisions.	INTRODUCE: The teacher uses multiple methods of assessment and data sources in making educational decisions.				
	Standard 5: Instructional Planning and Strategies			INTRODUCE: The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.	INTRODUCE: The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.	DEVELOP: The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.			DEVELOP: The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.	
	Standard 6: Professional Learning and Ethical Principles		INTRODUCE: The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.				DEVELOP: The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.			
	Standard 7: Collaboration		INTRODUCE: 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.	DEVELOP: 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.					DEVELOP: 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.	

ATTACHMENT 1

TAB 10 Page 12



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).

ALL PROGRAMS	Exemplary	Proficient	Developing	Unacceptable
PRESENTATION/ ORGANIZATION/ DIRECTIONS	<p>Presentation is Clear, Organized, and Creative. Evaluator has easy access to all material with only one document to download or entry point.</p> <p>Transformative Education is 2-3 pages AND Written Justification is no longer than one-page per standard. AND Artifacts are uploaded PLUS: There is an identifiable theme throughout the portfolio that ties the submission together</p>	<p>Presentation is Clear, Organized, and Creative. Evaluator has easy access to all material with only one document to download or entry point.</p> <p>Transformative Education is 2-3 pages AND Written Justification is no longer than one-page per standard. AND Artifacts are uploaded</p>	<p>Transformative Education is 2-3 pages OR Written Justification is no longer than one-page per standard. OR Artifacts are uploaded</p> <p>But not all three</p>	<p>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</p>
GRADUATE- LEVEL GRAMMAR & WRITING	<p>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.</p>	<p>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.</p>	<p>The program portfolio demonstrates graduate-level use of vocabulary, sentence structure, and writing transitions, with errors. OR The portfolio shows evidence of revision and editing, with grammar, spelling, punctuation errors evident in the final product. OR Uses all necessary APA conventions of writing including intext citations when necessary and reference page with errors.</p> <p>But not all three</p>	<p>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.</p>
Part 1: Transformative Education	<p>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.</p>	<p>A 2-3 page APA reflective introduction to the portfolio AND Commitment to Diversity AND Incorporated Technology</p>	<p>A 2-3 page APA reflective introduction to the portfolio OR Commitment to Diversity OR Incorporated Technology</p> <p>But not all three</p>	<p>An introduction to the portfolio that wasn't APA or less than 2 pages or more than 3. AND Did not identify and describe one of the NNU CORE Frameworks AND Did not reflect on how the program transformed the CORE area</p>

Exceptional Child Generalist	Exemplary	Proficient	Developing	Unacceptable
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.	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.	The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact itself demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
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.	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.	The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact itself demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	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.	The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact itself demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.

<p>Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions</p>	<p>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.</p>	<p>The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.</p>	<p>The artifact itself demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both</p>	<p>The artifact does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.</p>
<p>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.</p>	<p>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.</p>	<p>The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.</p>	<p>The artifact itself demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both</p>	<p>The artifact does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.</p>
<p>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.</p>	<p>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.</p>	<p>The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.</p>	<p>The artifact itself demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both</p>	<p>The artifact does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.</p>

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.	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.	The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact itself demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
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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)



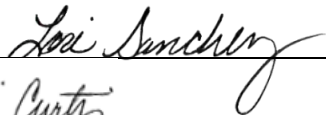
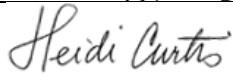
M.Ed. Exceptional Child

This is an unofficial schedule until Official Transcripts are evaluated

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

Tentative Schedule Updated:

Required Courses	Credits	Timeline Online	Tracking
EDUC 8000 Orientation – Graduate Education	0	Jan- Dec	
EDUC 7549 IEP and Transition	3	GS 1: Jan-March	
EDUC 7538 Behavior Intervention and Treatment	3	GS 2: March-May	
EDUC 5786 Assessment and Collaboration	3	SG 1: May-June	
EDUC 7536 Trauma Informed Care	3	SG 2: July-Aug	
EDUC 7540 Reading, Theory, Intervention	3	GF 1: Aug-Oct	
EDUC 7568 Math Pedagogy	3	GF 2: Oct-Dec	
EDUC 7555 Mixed Methods	3	GS 1: Jan-Mar	
EDUC 7548 Methods and Adaptation	3	GS 2: March-May	
EDUC 7573 Technology: Exceptional Child	3	SG 1: May-June	
EDUC 7576 Special Education Law	3	SG 2: July-Aug	
EDUC 7556 Conceptual Statistics & Application	3	GF 1: Aug-Oct	
EDUC 7596IV Internship/ Exceptional Child	4	GF 2: Oct-Dec	
EDUC 7596IVB Internship in Teaching Exceptional Child Portfolio Binder	0-1	Jan-Dec	
TOTAL CREDITS REQUIRED	37 Sem Cr.		

Signature of College Chair/Director/Dean		Date	10/23/2020
Signature of Graduate Chair/Director/Dean, or other official (if applicable)		Date	10/23/2020

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