

CONSENT
APRIL 16-17, 2025

| TAB | DESCRIPTION | ACTION |
|------------|---|---------------|
| 1 | BAHR – FY 2026 APPROPRIATIONS | Action Item |
| 2 | BAHR – FY 2026 OPPORTUNITY SCHOLARSHIP | Action Item |
| 3 | BAHR – IDAHO STATE UNIVERSITY – MEN’S HEAD FOOTBALL COACH CONTRACT | Action Item |
| 4 | BAHR – IDAHO STATE UNIVERSITY – ALVIN RICKEN PROPERTY SALE AND EASEMENT | Action Item |
| 5 | IDE – APPOINTMENTS TO THE PROFESSIONAL STANDARDS COMMISSION | Action Item |
| 6 | IDE – EMERGENCY PROVISIONAL CERTIFICATE RECOMMENDATIONS | Action Item |
| 7 | IDE – TRANSPORTATION FUNDING – 103% CAP WAIVER: REQUEST FOR WAIVER OF STUDENT TRANSPORTATION FUNDING CAP | Action Item |
| 8 | IDE – SAFETY BUSING: REQUESTS FOR APPROVAL TO TRANSPORT STUDENTS LESS THAN ONE AND ONE-HALF MILES FOR THE 2024-2025 SCHOOL YEAR | Action Item |
| 9 | IRSA – GRADUATE MEDICAL EDUCATION COMMITTEE APPOINTMENT | Action Item |

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| TAB | DESCRIPTION | ACTION |
|------------|---|---------------|
| 10 | IRSA – UNIVERSITY OF IDAHO – UNDERGRADUATE CERTIFICATE IN MANAGING FACILITIES FOR EFFICIENCY AND HEALTH – SELF SUPPORT PROGRAM FEE | Action Item |
| 11 | IRSA – UNIVERSITY OF IDAHO – ONLINE UNDERGRADUATE CERTIFICATE IN HISTORIC PRESERVATION – SELF SUPPORT PROGRAM FEE | Action Item |
| 12 | IRSA – BOISE STATE UNIVERSITY – BACHELOR OF SCIENCE IN RADIOLOGIC SCIENCES AND BACHELOR OF SCIENCE IN ADVANCED MEDICAL IMAGING – PROFESSIONAL PROGRAM FEE | Action Item |
| 13 | IRSA – BOISE STATE UNIVERSITY – BACHELOR OF SCIENCE IN RESPIRATORY CARE ENTRY-TO-PRACTICE PROGRAM – PROFESSIONAL PROGRAM FEE | Action Item |
| 14 | IRSA – BOISE STATE UNIVERSITY – ONLINE BACHELOR OF BUSINESS ADMINISTRATION IN ACCOUNTANCY – ONLINE PROGRAM FEE | Action Item |
| 15 | IRSA – BOISE STATE UNIVERSITY – ONLINE UNDERGRADUATE CERTIFICATE IN APPLIED TEAMWORK – ONLINE PROGRAM FEE | Action Item |
| 16 | IRSA – BOISE STATE UNIVERSITY – ONLINE UNDERGRADUATE CERTIFICATE IN BEER AND WINE STUDIES – ONLINE PROGRAM FEE | Action Item |
| 17 | IRSA – BOISE STATE UNIVERSITY – ONLINE UNDERGRADUATE CERTIFICATE IN ECHOCARDIOGRAPHY – ONLINE PROGRAM FEE | Action Item |
| 18 | IRSA – BOISE STATE UNIVERSITY – ONLINE UNDERGRADUATE CERTIFICATE IN MAKING BIG IDEAS HAPPEN – ONLINE PROGRAM FEE | Action Item |

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| TAB | DESCRIPTION | ACTION |
|------------|--|---------------|
| 19 | IRSA – BOISE STATE UNIVERSITY – ONLINE UNDERGRADUATE CERTIFICATE IN MAMMOGRAPHY – ONLINE PROGRAM FEE | Action Item |
| 20 | IRSA – BOISE STATE UNIVERSITY – ONLINE UNDERGRADUATE CERTIFICATE IN VASCULAR ULTRASOUND – ONLINE PROGRAM FEE | Action Item |
| 21 | PPGA – IDAHO DIVISION OF VOCATIONAL REHABILITATION APPOINTMENT RECOMMENDATIONS | Action Item |
| 22 | PPGA – STEM SCHOOL DESIGNATION RECOMMENDATIONS | Action Item |

SUBJECT

FY 2026 Appropriation Information – Institutions and Agencies of the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

Applicable Legislative Appropriation Bills (2025)

BACKGROUND/ DISCUSSION

As of agenda preparation time, the appropriation bills for the institutions and agencies of the State Board of Education were in various stages. Bill numbers are provided if available.

The table on Tab 1 Attachment 1 lists the FY 2026 appropriations related to the State Board of Education.

IMPACT

Appropriations provide funding and spending authority for the agencies and institutions of the State Board of Education, allowing them to offer programs and services to Idaho's citizens. For FY 2026, the Legislature appropriated what was considered a maintenance bill for all agencies in House Bill 341. Then enhancements were appropriated in subsequent bills and those bills are indicated in Attachment 1.

ATTACHMENTS

Attachment 1 – FY 2026 Appropriations List

STAFF COMMENTS

Staff comments and recommendations are included for each specific institution and agency allocation.

BOARD ACTION

Motions for the allocations for College and Universities and Community Colleges are found on each specific allocation.

**State Board of Education
FY 2026 Appropriations to Institutions and Agencies**

| | General Fund | % Δ From FY 2025 | Total Funds |
|--|-------------------------|-------------------------------------|--------------------|
| <u>Allocations</u> | | | |
| College and Universities H341, S1209 | \$383,583,700 | 5.1% | \$739,432,800 |
| Community Colleges H341, H417 | 68,419,700 | 6.9% | 69,219,700 |
| Career Technical Education H341, H418 | 91,966,100 | 16.2% | 109,755,300 |
| <u>Agencies</u> | | | |
| Agricultural Research & Extension H341, H374 | 39,955,500 | 5.2% | 39,955,500 |
| Health Education Programs H341, H333 | 29,419,500 | 5.7% | 29,804,000 |
| Special Programs H341, H332 | 31,746,100 | 5.5% | 36,499,700 |
| State Board of Education H341, H476 | 46,941,300 | 1.7% | 56,454,800 |
| Idaho Public Television H341, H391 | 3,426,600 | 13.6% | 4,431,700 |
| Division of Vocational Rehabilitation H341, H460 | 5,452,600 | 3.4% | 26,980,700 |
| Idaho Public Charter Schools Comm'n H341 | 199,000 | 3.6% | 742,400 |
| State Department of Education H341, H464 | 12,530,400 | (.04%) | 44,702,200 |

Statewide Issues

Permanent Building Fund Advisory Committee Appropriations H425

As of agenda preparation time, the total for A&R projects for the institutions and agencies was \$11,061,000. The following capital requests were recommended:

| | |
|---------------------------|------------|
| Boise State University | 2,500,000 |
| Idaho State University | 14,000,000 |
| University of Idaho State | 8,000,000 |

CONSENT
APRIL 16-17, 2025

SUBJECT

FY 2026 College and Universities Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

House Bills 341, S1209 (2025)

Idaho State Board of Education Governing Policies & Procedures, Section V.S.

BACKGROUND/DISCUSSION

The Legislature appropriates to the State Board of Education and the Board of Regents monies for the general education programs at Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), Lewis-Clark State College (LCSC), and system-wide needs. The Board allocates the appropriation to the four institutions based on legislative intent and Board Policy, Section V.S.

According to Board policy, the allocation is made in the following order: 1) each institution shall be allocated its prior year budget base; 2) funds for the Enrollment Workload Adjustment (EWA); 3) operations and maintenance funds for new, major general education capital improvement projects; 4) decision units above the base; and 5) special activities or projects at the discretion of the Board. These funds, allocated along with revenue generated from potential fee increases, will establish the funding for the general education programs for FY 2026. The allocation for FY 2026 is shown on Tab 1a Attachment 1. The FY 2026 general fund appropriation includes the following items:

Maintenance of Current Operations (MCO):

| | |
|--|-------------|
| • Increases in total benefit costs | \$3,256,700 |
| • Increases in Statewide cost allocation | 1,834,200 |
| • \$1.55 per employee compensation (CEC) | 11,610,400 |

Line Items:

| | |
|------------------------------------|------------------|
| • Operational Capacity Enhancement | 3,369,900 |
| • One-time Base reduction | (4000,000) |
| • Salary and benefit adjustments | 390,600 |
| • Idaho Water Resources Research | 1,000,000 |
| • Enrollment Workload Adjustment | <u>1,023,500</u> |

| | |
|---------------------------------------|--------------|
| Total General Fund increase over Base | \$18,485,300 |
|---------------------------------------|--------------|

ATTACHMENTS

Attachment 1 - C&U FY 2026 Appropriation Allocation

Attachment 2 - Statement of Purpose/Fiscal Note

Attachment 3 - Appropriation Bills (H341 S1209)

STAFF COMMENTS

Staff recommend approval of the FY 2026 College and Universities allocation as presented in Attachment 1.

CONSENT
APRIL 16-17, 2025

BOARD ACTION

I move to approve the allocation of the FY 2026 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Tab 1a, Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

FY 2026 College and University Allocation
Based on HB 341 and SB 1209
March 26, 2025

| | | | | | | | |
|----|---|--------------------|--------------------|--------------------|-------------------|------------------|--------------------|
| 1 | Appropriation: | FY25 Appr | FY26 Appr | % Chge | Sys Needs: | FY25 Appr | FY26 Appr |
| 2 | General Educ Approp: HB 341 and SB 1209 | | | | HERC | 1,654,000 | 1,654,000 |
| 3 | General Account | 365,098,400 | 383,583,700 | 5.06% | UG Research | 265,000 | 265,000 |
| 4 | Endowment Funds | 24,046,000 | 25,691,400 | 6.84% | Sys Nds | 2,423,500 | 2,423,500 |
| 5 | | | | | IGEM | 2,100,000 | 2,100,000 |
| 6 | Total Gen Acct & Endow Funds | 389,144,400 | 409,275,100 | 5.17% | Total | 6,442,500 | 6,442,500 |
| 7 | Student Fees/Misc Revenue | 310,860,300 | 330,157,700 | 6.21% | | | |
| 8 | Total General Education Appropriation | 700,004,700 | 739,432,800 | 5.63% | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | Allocation: | BSU | ISU | UI | LCSC | SYS-WIDE | TOTAL |
| 12 | FY25 General Account | 128,879,800 | 98,206,800 | 109,126,500 | 22,442,800 | 6,442,500 | 365,098,400 |
| 13 | FY25 Endowment Funds | 0 | 5,547,400 | 14,862,000 | 3,636,600 | 0 | 24,046,000 |
| 14 | FY26 Budget Base | 128,879,800 | 103,754,200 | 123,988,500 | 26,079,400 | 6,442,500 | 389,144,400 |
| 15 | | | | | | | |
| 16 | | | | | | | |
| 17 | Additional Funding for FY26: | | | | | | |
| 18 | MCO Adjustments: | | | | | | |
| 19 | Personnel Benefits | 1,067,500 | 1,046,600 | 962,100 | 231,900 | 5,800 | 3,313,900 |
| 20 | Inflation including Library B&P | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | Replacement Capital | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | CEC: \$1.55 per employee | 3,961,200 | 3,647,200 | 3,392,500 | 799,100 | 9,900 | 11,809,900 |
| 23 | Endowment Fund Adjustments | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | Nonstandard Adjustments: | | | | | | |
| 25 | Risk Mgmt/Controller/Treasurer | 942,100 | (56,800) | 921,300 | 27,600 | | 1,834,200 |
| 26 | External Nonstandard Adjustments: | | | | | | |
| 27 | Enrollment Workload Adjustment (EWA) - GF | 0 | 0 | 0 | 0 | 0 | 0 |
| 28 | Line Items | | | | | | |
| 29 | Operational Capacity Enhancement | 1,178,400 | 907,300 | 996,300 | 287,900 | 0 | 3,369,900 |
| 30 | One-time Base Reduction | (2,000,000) | 0 | (2,000,000) | 0 | 0 | (4,000,000) |
| 31 | Salary and Benefits Adjustments | 0 | 0 | 0 | 387,000 | 3,600 | 390,600 |
| 32 | Endowment Adjustments | 0 | 233,700 | 900,000 | 255,000 | 0 | 1,388,700 |
| 33 | Idaho Water Resources Research | 0 | 0 | 0 | 0 | 1,000,000 | 1,000,000 |
| 34 | Enrollment Workload Adjustment | 195,700 | 988,100 | (57,800) | (102,500) | 0 | 1,023,500 |
| 35 | Total Addl Funding | 5,344,900 | 6,766,100 | 5,114,400 | 1,886,000 | 1,019,300 | 20,130,700 |
| 36 | | | | | | | |
| 37 | FY26 Gen Acct and Endowment | 134,224,700 | 110,520,300 | 129,102,900 | 27,965,400 | 7,461,800 | 409,275,100 |
| 38 | % Change From FY24 Adjusted Budget Base | 4.1% | 6.5% | 4.1% | 7.2% | 15.8% | 5.2% |
| 39 | | | | | | | |
| 40 | FY26 Estimated Student Fee Revenue | 170,494,600 | 65,794,900 | 77,448,400 | 16,419,800 | 0 | 330,157,700 |
| 41 | | | | | | | |
| 42 | FY26 Operating Budget | 304,719,300 | 176,315,200 | 206,551,300 | 44,385,200 | 7,461,800 | 739,432,800 |
| 43 | | | | | | | |
| 44 | | | | | | | |
| 45 | General Fund Increase over Base | 5,344,900 | 6,275,700 | 4,214,400 | 1,631,000 | 0 | 17,466,000 |
| 46 | % Increase | 4.1% | 6.4% | 3.9% | 7.3% | 0.0% | 4.8% |
| 47 | General Fund Increase - ongoing over Base | 5,344,900 | 6,275,700 | 4,214,400 | 1,631,000 | 1,019,300 | 18,485,300 |
| 48 | % Increase | 4.1% | 6.4% | 3.9% | 7.3% | 15.8% | 5.1% |
| 49 | General Fund Increase - ongoing less Benefits & CEC | 316,200 | 1,581,900 | -140,200 | 600,000 | 1,003,600 | 3,361,500 |
| 50 | % Increase | 0.2% | 1.6% | -0.1% | 2.7% | 15.6% | 0.9% |

STATEMENT OF PURPOSE

S 780 / S1 09

This bill provides the following to the College and Universities including: a operational capacity enhancement (line 1); a net-zero FY 2025 health benefits correction to the College and University Systemwide (line 2); a correction to the FY 2025 change in employee compensation in the College and University Systemwide (line 3); a salary adjustment for Lewis Clark State College (line 5); \$1,000,000 for the Idaho Water Resources Research Institute (line 6); a overtime reduction for Boise State University (line 7); a overtime reduction for the University of Idaho (line 8); a downward funds adjustment (line 9); a data rollment workload adjustment (line 10). This bill does not include the Minor on Campus Training requested by the agency and recommended by the Governor (line 4).

FISCAL NOTE

This appropriation provides an additional \$3,172,700 to the maintenance appropriation provided to the State Board of Education in House Bill 341. Table 1 shows incremental adjustments to the budget found in the bill, of which the ongoing increase is \$7,172,700, and there are \$4,000,000 of overtime reductions. Table 2 shows all the adjustments leading to the FY 2026 Total. The total budget for the College and Universities is \$739,432,800.

| Table 1 | FTP | General | Fed | Total |
|---|------------|------------------|------------------|------------------|
| 1. Operational Capacity Enhancement | 0.00 | 3,369,900 | 0 | 3,369,900 |
| 2. FY 2025 Health Benefits Correction | .00 | 0 | 0 | 0 |
| 3. Correction to FY 2025 CEC | 0.00 | 3,600 | 0 | 3,600 |
| 4. Minor on Campus Training | 0.00 | 0 | 0 | 0 |
| 5. LCSC Salary Adjustment | 0.00 | 387,000 | 0 | 387,000 |
| 6. Idaho Water Resources Res. Institute | 0.00 | 1,000,000 | 0 | 1,000,000 |
| 7. Boise State University Reduction | 0.00 | (2,000,000) | 0 | (2,000,000) |
| 8. University of Idaho Reduction | 0.00 | (2,000,000) | 0 | (2,000,000) |
| 9. Employment Fund Adjustments | 0.00 | 0 | 1,388,700 | 1,388,700 |
| 10. Enrollment Workload Adjustment | 0.00 | 1,023,500 | 0 | 1,023,500 |
| FY 2026 Budget Enhancements | | 1,784,000 | 1,388,700 | 3,172,700 |
| % Chg from FY 2026 Maintenance | | 0.5% | 0.4% | 0.4% |

DISCLAIMER : This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

| Table 2 | FT | d | F d | Total | |
|-------------------------------------|----------|-------------|---------------|-------|---------------|
| FY 2025 Original Appropriation | 4,944.21 | 365,098,400 | 334,906,300 | 0 | 700,004,700 |
| Executive Carry Forward | 0.00 | 1,800 | 0 | 0 | 1,800 |
| Expense Adjustments | (40.55) | 0 | 206,450,800 | 0 | 206,450,800 |
| FY 2025 Total Appropriation | 4,944.21 | 365,098,400 | 334,906,300 | 0 | 700,004,700 |
| Removal of Operating Expenses | 0.00 | (1,800) | (199,621,100) | 0 | (199,622,900) |
| Base Adjustments | 18.02 | 0 | 2,596,800 | 0 | 2,596,800 |
| FY 2026 Base | 4,921.68 | 365,098,400 | 344,332,800 | 0 | 709,431,200 |
| Personal Benefit Costs | 0.00 | 3,256,700 | 2,201,400 | 0 | 5,458,100 |
| Statutory Cost Allocation | 0.00 | 1,834,200 | 0 | 0 | 1,834,200 |
| Change in Employee Compensation | 0.00 | 11,610,400 | 7,926,200 | 0 | 19,536,600 |
| FY 2026 Budget Maintenance - HB 341 | 4,921.68 | 381,799,700 | 354,460,400 | | 736,260,100 |
| FY 2026 Budget Enhancements | 0.00 | 1,784,000 | 1,388,700 | | 3,172,700 |
| FY 2026 Total | 4,921.68 | 383,583,700 | 355,849,100 | | 739,432,800 |
| Chg from FY 2025 Orig Approp | (22.53) | 18,485,300 | 20,942,800 | | 39,428,100 |
| % Chg from FY 2025 Orig Approp | (0.5%) | 5.1% | 6.3% | | 5.6% |

Contact:

Senator Cindy J. Carlso
(208) 332-1355
Representative Elaine Ric
(208) 332-1048

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LEGISLATURE OF THE STATE OF IDAHO
Sixty-eighth Legislature First Regular Session - 2025

IN THE SENATE

SENATE BILL NO. 1209

BY THE APPROPRIATIONS COMMITTEE

1 AN ACT
2 RELATING TO THE APPROPRIATION TO THE STATE BOARD OF EDUCATION
3 OF THE STATE UNIVERSITY OF IDAHO; AND
4 THE STATE BOARD OF EDUCATION OF THE STATE
5 UNIVERSITY OF IDAHO COLLEGE AND UNIVERSITIES AND THE
6 BOARD OF EDUCATION OF THE STATE UNIVERSITY OF IDAHO
7 THE STATE BOARD OF EDUCATION OF THE STATE
8 UNIVERSITY OF IDAHO COLLEGE AND UNIVERSITIES AND THE
9 BOARD OF EDUCATION OF THE STATE UNIVERSITY OF IDAHO
10 THE STATE BOARD OF EDUCATION OF THE STATE
11 UNIVERSITY OF IDAHO COLLEGE AND UNIVERSITIES AND THE
12 BOARD OF EDUCATION OF THE STATE UNIVERSITY OF IDAHO
13 AD LEGISLATIVE OVERSIGHT TO THE STATE OF IDAHO
14 STATE PATRICIA E. P. VIIGF REITIZI GWATE ESEA CHI
15 I A IGEREUCATI; P VIIGF RTA SITI IGT UTC MES-BASE
16 U IGI IGE UCATI; P VIIGF EIAUITSO ECT LLEGE
17 AD UIVE SITIES; P VIIGF ETIME REUCTI SIN APP PIATI S;
18 P VIIGFC ITI S, LIMITATI S, A EST ICTI S; A ECLAIG
19 A EMEGE CYAP VIIGNE ECTIVE DATE.

20 Be It Enacted by the Legislature of the State of Idaho:

21 SECTION. In addition to any other appropriation provided by law,
22 there is hereby appropriated to the State Board of Education and the Board
23 of Regents of the University of Idaho for College and Universities and the
24 office of the State Board of Education the following amounts to be expended
25 according to the designated programs and expense classes from the listed
26 funds for the period July 1, 2025, through June 30, 2026:

| | PE S EL | PE ATI G | |
|------------------------------|-------------|-------------|-------------|
| | C STS | EXPE ITU ES | T TAL |
| 30 I. BISE STATE UIVE SITY: | | | |
| 31 M: | | | |
| 32 General | | | |
| 33 und | \$1,374,100 | | \$1,374,100 |
| 34 II. IAO S TATE UIVE SITY: | | | |
| 35 M: | | | |
| 36 General | | | |
| 37 und | \$1,895,400 | | \$1,895,400 |

| | | FOR | FOR | |
|----|--|----------------|------------------|----------------|
| | | PERSO E | OPER I G | |
| | | COS S | EXPE DI URES T | O |
| 1 | | | | |
| 3 | | | | |
| 4 | Charitable Instituti ns End wment Inc me | | | |
| 5 | Fund | 60,100 | | 60,100 |
| 6 | rmal Sch l End wment Inc me | | | |
| 7 | Fund | <u>173,600</u> | | <u>173,600</u> |
| 8 | O | \$2,129,100 | | \$2,129,100 |
| 9 | III. EWIS-C RK S E CO EGE: | | | |
| 10 | FROM: | | | |
| 11 | General | | | |
| 1 | Fund | \$572,400 | | \$572,400 |
| 13 | rmal Sch l End wment Inc me | | | |
| 14 | Fund | <u>0</u> | <u>\$255,000</u> | <u>255,000</u> |
| 15 | O | \$572,400 | \$255,000 | \$827,400 |
| 16 | IV. U IVERSI Y OF ID HO: | | | |
| 17 | FROM: | | | |
| 18 | General | | | |
| 19 | Fund | \$996,300 | | \$996,300 |
| 0 | gricultural C llege End wment Inc me | | | |
| 1 | Fund | | \$109,200 | 109,200 |
| | Scientific Sch l End wment Inc me | | | |
| 3 | Fund | | 362,400 | 362,400 |
| 4 | University End wment Inc me | | | |
| 5 | Fund | <u>0</u> | <u>428,400</u> | <u>428,400</u> |
| 6 | O | \$996,300 | \$900,000 | \$1,896,300 |
| 7 | V. SYS EMWIDE PROGR MS: | | | |
| 8 | FROM: | | | |
| 9 | General | | | |
| 30 | Fund | \$7,500 | \$996,100 | \$1,003,600 |
| 31 | GR D TO | \$5,079,400 | \$2,151,100 | \$7,230,500 |

3 SEC ION 2 . N twithstanding any other pr visi n of law to the c ntrary,
33 the appr priati n made to the State B ard of Educati n and the B ard f Re-
34 gents of the University of Idaho f r C llege and Universities and the Office
35 f the State B ard of Educati n is hereby reduced by the f ll wing am unts

for operating expenses according to the designated programs from the General Fund for the period July 1, 2025, through June 30, 2026:

FROM:

| | |
|------------------------|------------------|
| Boise State University | \$2,000,000 |
| University of Idaho | <u>2,000,000</u> |
| TOTAL | \$4,000,000 |

SECTION 3. Notwithstanding any other provisions of law to the contrary, the appropriate monies to the State Board of Education and the Board of Regents of the University of Idaho for College and University activities at the Office of the State Board of Education from the General Fund shall hereby be reduced by \$57,800 for operating expenses for the University of Idaho for the period July 1, 2025, through June 30, 2026.

SECTION 4. TRANSPARENCY AND LEGISLATIVE OVERSIGHT OF ICOM NEGOTIATIONS. Idaho State University, under the oversight of the State Board of Education and the Legislature, shall lead any negotiations that may result in the acquisition or proposed acquisition of the Idaho College of Osteopathic Medicine (ICOM). Idaho State University and the Office of the State Board of Education shall provide information regarding the acquisition or proposed acquisition of ICOM at the request of the Legislative Services Office. Requested information may include but is not limited to current or historical financial data, operational data, correspondence, draft agreements, documents, materials. Except as otherwise required by law, no state officer, board member, or employee may enter into a non-disclosure agreement or a contract that conflicts with this section.

SECTION 5. PRIORITIZING WATER RESEARCH IN IDAHO HIGHER EDUCATION. Of the funds appropriated pursuant to this act for the Systemwide Program, \$1,000,000 shall be used for the Idaho Water Resources Research Institute (IWRRI). Expense of these funds shall be at the discretion of the IWRRI Executive Committee consistent with the Institute's research priorities. IWRRI shall encourage rigorous, actionable water research at all of Idaho's public institutions of higher learning and fund research projects accordingly. The IWRRI Director shall submit an annual report to the Joint Finance-Appropriations Committee by December 1, 2025, and an end-of-fiscal year report by June 30, 2026 on the expense of these funds. The format and content of this report will be determined by consultation with the Budget Policy Analysis Division of the Legislative Services Office.

SECTION 6. TRANSITIONING TO OUTCOMES-BASED FUNDING IN HIGHER EDUCATION. The Office of the State Board of Education shall develop an outcomes-based budget model to replace the Enrollment Workload model for Idaho's colleges and universities. The Office of the State Board shall deliver a written proposal to the Joint Finance-Appropriations Committee by December 31, 2025, with a plan for implementation of the new funding model in fiscal year 2028 or earlier. The Office of the State Board of Education shall provide written reports to the Joint Finance-Appropriations Committee on a quarterly basis detailing progress towards the outcomes-based funding

1 model. The form and content of this report will be determined in con-
2 sultation with the Budget and Policy Analysis Division of the Legislative
3 Services Office.

4 SECTION 7. DEI AUDITS. The Legislative Audits Division of the Legisl -
5 tive Services Office will audit Boise State University, Idaho State Unive -
6 sity, Lewis-Clark State College, and the University of Idaho for compli -
7 nce with provisions of Idaho Code prohibiting discrimination on the basis of
8 race, ethnicity, and inclusion in higher education. Legislative Audits will bill the
9 respective institutions for these audits. The Legislative Audits Division
10 will report its findings to the Joint Finance-Appropriations Committee by
11 December 1, 2025.

1 SECTION 8. REDUCTIONS IN APPROPRIATION. Other reductions included in
13 Section 2 of this act at Boise State University and the University of Idaho,
14 amounting to a reduction on a one-time basis, and the institutions are permitted
15 to use the savings to the extent of the appropriation in the following year's
16 budget submission required by Section 67-3502, Idaho Code.

17 SECTION 9. CONDITIONS, LIMITATIONS, AND RESTRICTIONS. Appropriations
18 made pursuant to this act are subject to the conditions, limitations, and re-
19 strictions specified in this act.

0 SECTION 10. An emergency exists in the state, which emergency is hereby
1 declared to exist, and this act shall be in full force and effect on and after
July 1, 2025.

CONSENT
APRIL 16-17, 2025

SUBJECT

Community Colleges FY 2026 Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

House Bills 341, 417 (2025)

BACKGROUND/DISCUSSION

The Legislature makes an annual appropriation to the State Board of Education for College of Eastern Idaho (CEI), College of Southern Idaho (CSI), College of Western Idaho (CWI) and North Idaho College (NIC). The allocation to the colleges includes the base allocation plus each college's respective share in any annual budget adjustments according to the normal budgeting process.

IMPACT

The FY 2026 appropriation, shown on Tab 1b Attachment 1, includes General Fund increases in benefit costs, \$1.55 per hour per person ongoing Change in Employee Compensation (CEC) for all employees with a minimum of \$1.00 per hour, and increases for Enrollment Workload Adjustment.

ATTACHMENTS

Attachment 1 – FY 2026 CC Appropriations Allocation

Attachment 2 – Statement of Purpose/Fiscal Note

Attachment 3 – Appropriation Bills (H341 and H417)

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommend approval of the FY 2026 Community College allocation.

BOARD ACTION

I move to approve the allocation of the FY 2026 appropriation for the College of Southern Idaho, College of Eastern Idaho, College of Western Idaho, North Idaho College, and system-wide needs as presented on Tab 1b, Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Idaho Community Colleges
FY 2026 Appropriation Allocation - HB 341 and HB 417
27-Mar-24

| General Educ Approp: JFAC Action | | CSI | CEI | CWI | NIC | Systemwide | Total |
|----------------------------------|--------------------------------|------------|-----------|------------|------------|------------|------------|
| 1 | FY 25 Total Appropriation | | | | | | |
| 2 | General Funds | 19,671,000 | 7,530,500 | 21,252,200 | 15,442,300 | 39,200 | 63,935,200 |
| 3 | CARES Act Funding | | | | | | - |
| 4 | Dedicated Funds | 200,000 | 200,000 | 200,000 | 200,000 | - | 800,000 |
| 5 | Total FY25 Total Appropriation | 19,871,000 | 7,730,500 | 21,452,200 | 15,642,300 | 39,200 | 64,735,200 |
| 6 | | | | | | | |
| 7 | FY 26 Base | | | | | | - |
| 8 | General Funds | 19,671,000 | 7,430,500 | 21,202,200 | 15,442,300 | 39,200 | 63,785,200 |
| 9 | Dedicated Funds | 200,000 | 200,000 | 200,000 | 200,000 | | 800,000 |
| 10 | Total FY 26 Base | 19,871,000 | 7,630,500 | 21,402,200 | 15,642,300 | 39,200 | 64,585,200 |
| 11 | | | | | | | - |
| 12 | FY 26 Maintenance Items | | | | | | |
| 13 | Changes in Benefit Costs | 205,700 | 83,600 | 183,700 | 176,000 | | 649,000 |
| 14 | Inflationary Cost Increases | - | | - | - | | - |
| 15 | Replacement Items | - | | - | - | | - |
| 16 | CEC: \$1.55 per hour | 624,300 | 307,700 | 808,800 | 564,900 | | 2,305,700 |
| 17 | Enrollment Workload Adjustment | - | - | - | - | | - |
| 18 | | 830,000 | 391,300 | 992,500 | 740,900 | - | 2,954,700 |
| 19 | FY 26 Maintenance | | | | | | - |
| 20 | General Funds | 20,501,000 | 7,821,800 | 22,194,700 | 16,183,200 | 39,200 | 66,739,900 |
| 21 | Dedicated Funds | 200,000 | 200,000 | 200,000 | 200,000 | - | 800,000 |
| 22 | Total FY 26 Maintenance | 20,701,000 | 8,021,800 | 22,394,700 | 16,383,200 | 39,200 | 67,539,900 |
| 23 | | | | | | | |
| 24 | FY 26 Line Items | | | | | | |
| 25 | Enrollment Workload Adjustment | 690,000 | 496,800 | 493,000 | - | | 1,679,800 |
| 26 | Total FY 26 Line Items | 690,000 | 496,800 | 493,000 | 0 | 0 | 1,679,800 |
| 27 | | | | | | | |
| 28 | FY 26 Total Appropriation | | | | | | |
| 29 | General Funds | 21,191,000 | 8,318,600 | 22,687,700 | 16,183,200 | 39,200 | 68,419,700 |
| 30 | CARES Act Funding | | | | | | - |
| 31 | Dedicated Funds | 200,000 | 200,000 | 200,000 | 200,000 | - | 800,000 |
| 32 | FY 26 Total Appropriation | 21,391,000 | 8,518,600 | 22,887,700 | 16,383,200 | 39,200 | 69,219,700 |
| 33 | | | | | | | |
| 34 | | | | | | | |
| 35 | GF Change from FY 25 Total | 7.7% | 10.5% | 6.8% | 4.8% | 0.0% | 7.0% |
| 36 | | | | | | | |
| 37 | GF Appropriation Allocation | | | | | | |
| 38 | Personnel Costs | 18,880,100 | 8,518,600 | 19,675,100 | 14,016,400 | | 61,090,200 |
| 39 | Operating Expenses | 2,510,900 | | 3,212,600 | 2,341,800 | 39,200 | 8,104,500 |
| 40 | Capital Outlay | | | | 25,000 | | 25,000 |
| 41 | Trustee/Benefit Payments | | | | | | 0 |
| 42 | Total General Funds | 21,391,000 | 8,518,600 | 22,887,700 | 16,383,200 | 39,200 | 69,219,700 |

STATEMENT OF PURPOSE

S 661 / H0417

This appropriation to Community Colleges provides enhancements to the FY 2026 maintenance budget.

This appropriation provides an additional \$1,679,800 to the maintenance appropriation provided to Community Colleges found in House Bill 341 that includes additional funding for the enrollment workload adjustment and requires the Office of the State Board of Education to develop an outcomes based funding model for the Community Colleges. Table 1 shows incremental adjustments to the budget found in the bill, of which the ongoing increase is \$1,679,800. Table 2 shows the adjustments leading to the FY 2026 Total. The total budget for the Community Colleges is \$69,219,700 and provides support to the College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.

FISCAL NOTE

| Table 1 | FTP | Gen | Ded | Fed | Total |
|---------------------------------|------------|------------|------------|------------|--------------|
| Enrollment Workload Adjustments | 0.00 | 1,679,800 | 0 | 0 | 1,679,800 |
| FY 2026 Budget Enhancements | 0.00 | 1,679,800 | 0 | 0 | 1,679,800 |
| Chg from FY2026 Maintenance | 0.00 | 1,679,800 | 0 | 0 | 1,679,800 |
| % Chg from FY2026 Maintenance | | 2.5% | | | 2.4% |

| Table | FTP | Gen | Ded | Fed | Total |
|-------------------------------------|------------|------------|------------|------------|--------------|
| FY 2026 Original Appropriation | 0.00 | 63,935,200 | 800,000 | 0 | 64,735,200 |
| Removal of Onetime Expenditures | 0.00 | (150,000) | 0 | 0 | (150,000) |
| FY 2026 Base | 0.00 | 63,785,200 | 800,000 | 0 | 64,585,200 |
| Personnel Benefit Costs | 0.00 | 649,000 | 0 | 0 | 649,000 |
| Change in Employee Compensation | 0.00 | 2,305,700 | 0 | 0 | 2,305,700 |
| FY 2026 Program Maintenance - H 341 | 0.00 | 66,739,900 | 800,000 | 0 | 67,539,900 |
| FY 2026 Budget Enhancements | 0.00 | 1,679,800 | 0 | 0 | 1,679,800 |
| FY 2026 Total | 0.00 | 68,419,700 | 800,000 | 0 | 69,219,700 |
| Chg from FY2025 Orig Approp | 0.00 | 4,484,500 | 0 | 0 | 4,484,500 |
| % Chg from FY2025 Orig Approp. | | 6.9% | 0.0% | | 6.9% |

Contact:

Representative James Petzke
(208) 332-1000
Senator Janie Ward-Engelking
(208) 332-1000

DISCLAIMER : This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

CONSENT
APRIL 16-17, 2025

SUBJECT

FY 2026 Idaho Opportunity Scholarship Educational Costs

REFERENCE

| | |
|---------------|---|
| April 2016 | The Board set the FY 2017 maximum annual award amount at \$3,000, expected student contribution at \$3,000 and educational cost for each institution. |
| December 2016 | Board reviewed annual State Scholarship Report. |
| April 2017 | The Board set the FY 2018 maximum annual award amount at \$3,500, expected student contribution at \$3,000 and educational cost for each institution. |
| December 2017 | Board reviewed annual State Scholarship Report. |
| April 2018 | The Board set the FY 2019 maximum annual award amount at \$3,500, expected student contribution at \$3,000 and educational cost for each institution. |
| December 2018 | Board reviewed annual State Scholarship Report. |
| April 2019 | The Board set the FY 2020 maximum annual award amount at \$3,500, expected student contribution at \$3,000 and educational cost for each institution. |
| December 2019 | Board reviewed annual State Scholarship Report. |
| April 2020 | The Board set the FY 2021 maximum annual award amount at \$3,500, expected student contribution at \$3,000 and educational cost for each institution. |
| April 2021 | The Board set the FY 2022 maximum annual award amount at \$3,500, expected student contribution at \$3,000 and educational cost for each institution. |
| April 2022 | The Board set the FY 2023 maximum annual award amount at \$3,500, expected student contribution at \$3,000 and educational cost for each institution. |
| April 2023 | The Board set the FY 2024 maximum annual award amount at \$3,500, expected student contribution at \$3,000 and educational cost for each institution. |
| April 2024 | The Board set the FY 2025 maximum annual award amount at \$3,500, expected student contribution at \$3,000 and educational cost for each institution. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-4303

IDAPA 08.01.13, Rules Governing the Opportunity Scholarship Program

BACKGROUND/ DISCUSSION

The Legislature appropriated approximately \$27.7M in FY 2025 for Scholarships and Grants managed by the Office of the State Board of Education. This amount is made up of approximately \$22.2M from the General Fund, \$1M from Miscellaneous Revenue, and \$4.5M in federal funds. In addition to the Idaho Opportunity Scholarship, the Scholarships and Grants appropriation covers the

CONSENT
APRIL 16-17, 2025

Work Study Program, Armed Forces and Public Safety Officer Scholarship, GEARUP Idaho Scholarship, and the Postsecondary Credit Scholarship. The GEARUP Idaho Scholarship is part of a state and federal cooperative program.

The Idaho Opportunity Scholarship is a hybrid scholarship combining academic merit with financial need and is based on a shared model of responsibility between the state and the student. Students must meet the minimum academic merit requirement set in Administrative Code to be eligible. Eligible students are then ranked based on a combination of need and merit. Need is based on the students' expected family contribution calculated on the Free Application for Federal Student Aid (FAFSA) at the time of application and makes up 70% of the weighting used for ranking students. The remaining 30% is based on the students' cumulative grade point average. Beginning in FY 2019, the Board was authorized to award up to 20% of the amount appropriated for the Idaho Opportunity Scholarship for adult students who have earned at least 24 credits toward a certificate or degree and who return to complete a certificate or degree. However, H500 (2024) reduced the adult learner set-aside to 5% effective July 1, 2024.

Pursuant to Idaho Coe § 33-4303, the purpose of the Idaho Opportunity Scholarship is to:

- a. Recognize that all Idaho citizens benefit from an educated citizenry;
- b. Increase individual economic vitality and improve the overall quality of life for many of Idaho's citizens;
- c. Provide access to eligible Idaho postsecondary education through funding to remove financial barriers;
- d. Increase the opportunity for economically disadvantaged Idaho students; and
- e. Incentivize students to complete a postsecondary education degree or certificate.

Idaho Code § 33-4303 requires the Board set annually the educational costs for attending an eligible Idaho postsecondary institution; and to establish the need and merit criteria, the expected contributions of the student, the student's family and available federal financial aid, and the maximum educational costs. These criteria, along with the application process, are established in Administrative Code, IDAPA 08.01.13.

The educational cost is the amount determined by the Board as necessary for student tuition, fees, books, and other such expenses reasonably related to attendance at an eligible Idaho postsecondary educational institution. This cost is used in determining the monetary value of the Opportunity Scholarship. Pursuant to IDAPA 08.01.13, these amounts are required to be set for each eligible institution annually. Staff recommendations for determining this amount are based on the institutions' published educational cost for full-time undergraduate students attending two semesters per year.

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While not required by statute or rule, the Board has historically set a maximum award amount in order to increase the number of awardees. Pursuant to Idaho Code § 33-4303, the maximum award amount may not exceed the actual education costs at the eligible institution the student attends or the educational costs established by the Board. When a student's cost for tuition and fees is over the maximum award amount, the award is limited to the set maximum award amount. Should the Board choose not to set a maximum award amount, the award would be limited by the actual cost to the student of tuition and fees and the maximum educational cost. A student's actual costs are not typically known at the time the initial awards are made. The maximum award amount allows for staff to make preliminary estimates of the total amount needed to cover awards in a given year, thereby allowing more awards to be distributed earlier.

Regardless of whether a student attended a 2-year or a 4-year institution, in FY 2024 most students received awards at or near the maximum award amount. The following table shows the total funds distributed for the Opportunity Scholarship by academic year attended, the number of students awarded, and the average amount of the award for that year.

| School Year | Amount | Number of Awards | Average Award Amount |
|--------------------|---------------|-------------------------|-----------------------------|
| 2014-2015 | \$4,916,579 | 1,465 | \$3,440 |
| 2015-2016 | \$5,146,248 | 1,868 | \$2,881 |
| 2016-2017 | \$9,868,532 | 3,454 | \$2,857 |
| 2017-2018 | \$11,418,815 | 3,724 | \$3,066 |
| 2018-2019 | \$14,197,231 | 4,318 | \$3,288 |
| 2019-2020 | \$20,809,523 | 6,206 | \$3,352 |
| 2020-2021 | \$20,533,644 | 6,248 | \$3,270 |
| 2021-2022 | \$20,532,236 | 6,229 | \$3,301 |
| 2022-2023 | \$20,638,772 | 6,303 | \$3,275 |
| 2023-2024 | \$22,399,085 | 6,907 | \$3,243 |
| 2024-2025 | 20,906,309 | 6,398 | \$3,270 |

Of the awards made for the 2024-25 school year, 70 awardees earned the scholarship under the provisions established for Adult Learners.

Individual student award amounts for the Opportunity Scholarship are calculated based on the educational cost for the institution the student attends, the student contribution amount, other scholarships and financial aid the student receives, actual tuition costs, and the maximum award amount. Students may use scholarships and grants that do not come from institutional, state, or federal funds to offset the student contribution amount. Student loans are not included in the calculation of the eligible award amount.

CONSENT
APRIL 16-17, 2025

As an example, based on the proposed amounts, if a student attends the University of Idaho with a set educational cost of \$21,898, the Opportunity Scholarship award amount would be calculated as follows:

| | <u>Student A</u> | <u>Student B</u> | <u>Student C</u> |
|--------------------------------------|------------------|------------------|------------------|
| Educational Cost for Institution | \$22,254 | \$22,254 | \$22,254 |
| Student Contribution | \$3,000 | \$3,000 | \$3,000 |
| Other Scholarships and Financial Aid | \$10,000 | \$16,000 | \$5,000 |
| Total Remaining | \$8,898 | \$3,254 | \$13,898 |
| Maximum Eligible Award Amount | \$3,500 | \$3,254 | \$3,500 |

The actual award amount for each student may be further adjusted based on how other scholarships and financial aid are required to be applied and the actual amount charged to the student. Payments are deposited into the students' institution account on the students' behalf.

IMPACT

Setting the educational cost and student contribution amounts fulfills the Board's responsibilities under administrative rule. Combined with setting the maximum award amount, this action will enable Board staff to begin processing applications and finalizing award determinations for FY 2026.

ATTACHMENTS

Attachment 1 – Educational Costs at Institutions

BOARD STAFF COMMENTS AND RECOMMENDATIONS

H341 and H332 (2025), provides \$26.4M from the General Fund and \$4.5M in federal funds for scholarship awards made for the 2025-2026 school year.

To be eligible for the Idaho Opportunity Scholarship a student must meet the minimum academic requirements established in Idaho Code and Administrative Code.

Pursuant to Idaho Code § 33-4303, an eligible student must:

- be an Idaho resident as defined in Idaho Code § 33-3717B;
- have graduated or will graduate from an accredited high school or its equivalent in Idaho;
- have enrolled or applied to an eligible Idaho postsecondary educational institution;
- be a postsecondary undergraduate student who has not previously completed a baccalaureate degree or higher; and
- meet need and merit criteria as set by the Board.

CONSENT
APRIL 16-17, 2025

The need and merit requirements set by the Board are established in IDAPA 08.01.13:

- 2.7 GPA or higher (or its equivalent as determined by a college entrance exam); adult learners may apply with a 2.5 GPA;
- good standing with postsecondary institution if renewing;
- completed the applicable course load requirements for renewal; and
- completed the FAFSA by the deadline.

Traditional applicants must attend full time and meet the minimum applicable credit requirements. Individuals with 24 or more earned credits who were granted the scholarship under the adult learner provision may attend part time, within the minimum part time credit hour requirements.

Scholarships are awarded based on the student ranking until the appropriated amount is expended. Students are ranked based on the combination of the student need and student merit criteria. Up to 5% of the scholarship may be set aside for adult learners with some credits and no degree, however, due to the low number of adult learner applicants a much smaller amount is set aside each year.

Based on the educational costs for each eligible institution, staff recommends the FY 2025 educational cost for the Idaho Opportunity Scholarship award formula to be set for each public institution as follows:

1. \$26,883 for students attending University of Idaho (8.1% increase over FY 2025)
2. \$31,192 for students attending Boise State University (4.1% increase over FY 2025)
3. \$27,936 for students attending Idaho State University (.9% increase over FY 2025)
4. \$26,234 for students attending Lewis-Clark State College (5.9% increase over FY 2025)
5. \$19,828 for students attending College of Eastern Idaho (0% increase over FY 2025)
6. \$16,519 for students attending College of Southern Idaho (12.8% increase over FY 2025)
7. \$19,018 for students attending College of Western Idaho (4.0% increase over FY 2025)
8. \$25,347 for students attending North Idaho College (20.0% increase over FY 2025)

Pursuant to IDAPA 08.01.13, the FY 2025 educational cost for the Idaho Opportunity Scholarship award formula for students attending eligible Idaho private, not-for-profit postsecondary institutions must be the average of the amount set for the four public four-year institutions. For FY2026, this amount would be \$28,061.

CONSENT
APRIL 16-17, 2025

Board staff recommends:

- The FY 2026 student contribution remain \$3,000, and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution; and
- The maximum award amount remain at \$3,500 for FY 2026

BOARD ACTION

I move to approve the FY 2026 educational cost for the Idaho Opportunity Scholarship award be set not to exceed the amounts set forth in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

BOARD ACTION

I move to approve the FY 2026 educational cost for the Idaho Opportunity Scholarship award be set not to exceed the amounts set forth in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve the Opportunity Scholarship maximum award amount for FY 2026 to be set at \$3,500.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve the FY 2026 student contribution be set at \$3,000 and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Educational Costs at Institutions

| | |
|---------------------------|----------|
| University of Idaho | \$26,883 |
| Boise State University | \$31,192 |
| Idaho State University | \$27,936 |
| Lewis-Clark State College | \$26,234 |
| College of Eastern Idaho | \$19,828 |
| College of Southern Idaho | \$16,519 |
| College of Western Idaho | \$19,018 |
| North Idaho College | \$25,347 |

IDAHO STATE UNIVERSITY

SUBJECT

Revised Multi-year contract for Cody Hawkins, Head Football Coach

REFERENCE

December 2023

The Board approved and Idaho State University extended a 5 year contract to Coach Hawkins, initiating January 2024 and continuing to January 2029.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND/DISCUSSION

Coach Hawkins completed the best season at Idaho State Football since 2018, and led the successful implementation of the APR Recovery Plan which resulted in single year APR improving from 933 to 972, and multi-year APR from a dangerous 933 to a 944. The ICCU Dome welcomed 10,000 fans to the first sell-out since 2018, and saw increased attendance at each of its 6 home games.

At this opportunity, and in an effort to continue the trajectory of excellent progress in year 3 of Coach Cody Hawkins' employment, ISU proposes a new 5-year contract be extended beginning upon Board Approval in April of 2025 and continuing through January 1, 2030; a salary increase to \$230,000 will be implemented July 1, 2025. This elevates Coach Hawkins' salary to be more in line with the mid-range of BSC Head Football Coaches and modestly increases the supplemental compensation maximum to \$108,000.

IMPACT

The new contract is requested to be for five (5) years, extending from April of 2025 to 1/1/2030. The salary increases \$8,000 to \$230,000 on July 1, and offers a maximum of \$108,000 in incentives as detailed below. The new contract will allow Idaho State to retain a talented and high performing Head Football Coach, and will perpetuate the excitement Coach Hawkins has generated across the fan and constituent base.

3.2.1. Each year the Team is the conference champion or co-champion, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in the amount of \$10,000 during the fiscal year in which the championship was achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2. Each year the Team competes in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay

CONSENT
APRIL 16-17, 2025

Coach supplemental compensation in the amount of \$7,500.00 during the fiscal year in which the playoff appearance occurred. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3. Each year Coach shall be eligible to receive supplemental compensation in an amount up to \$10,000.00 based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation, and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University as academically at-risk students; the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.

| <u>Multi-Year APR Score</u> | <u>Incentive Pay Up To:</u> |
|-----------------------------|-----------------------------|
| 950-959 | \$ 1,000.00 |
| 960-969 | \$ 2,000.00 |
| 970-979 | \$ 3,000.00 |
| 980-989 | \$ 5,000.00 |
| 990-999 | \$ 7,500.00 |
| 1000 | \$15,000.00 |

3.2.4. Each year Coach shall be eligible to receive supplemental compensation in an amount up to \$10,000.00 for achieving an average attendance at home football games at the levels set forth below, and if coach continues to be employed as the University's head football coach as of the ensuing July 1st. Average attendance numbers shall be determined and announced by the University Ticket Office. The determination of whether Coach will receive such supplemental compensation, and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director.

| <u>Average Home Attendance</u> | <u>Incentive Pay Up To:</u> |
|--------------------------------|-----------------------------|
| 6,000 - 6,999 | \$ 2,000 |
| 7,000 - 7,999 | \$ 4,000 |
| 8,000 - 8,999 | \$ 6,000 |
| 9,000 - 10,000 | \$10,000 |

3.2.5. Each year Coach earns recognition as the Big Sky Conference Football Coach of the Year, and if Coach continues to be employed as University's Head Football Coach as of the ensuing July 1st, the University shall pay to Coach

CONSENT
APRIL 16-17, 2025

supplemental compensation in the amount of \$7,500.00 during the fiscal year in which the Big Sky Conference Football Coach of the Year recognition is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6. Each year the Coach shall be eligible to receive supplemental compensation for achieving a predetermined number of regular season wins, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to the following:

| <u>Wins</u> | <u>Incentive Pay Up To:</u> |
|-------------|-----------------------------|
| 6 wins | \$ 4,000.00 |
| 7 wins | \$ 5,000.00 |
| 8 wins | \$ 6,000.00 |
| 9 wins | \$ 7,000.00 |
| 10 wins | \$ 8,000.00 |
| 11 wins | \$15,000.00 |
| 12 wins | \$20,000.00 |

The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7. Coach's Assistants are eligible to receive supplemental compensation in the amount of \$2,000 per Assistant Coach for achieving a single year APR of 960 or greater.

3.2.8. Each year the men's football team advances in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's Head Football Coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any supplemental compensation.

| | | | |
|---------|----------|---------|--------------|
| Play-in | 8 Teams | 1st Win | \$ 5,000.00* |
| Round 2 | 16 Teams | 2nd Win | \$ 5,000.00 |
| Round 3 | 8 Teams | 3rd Win | \$ 5,000.00 |
| Round 4 | 4 Teams | 4th Win | \$ 8,000.00 |
| Round 5 | 2 Teams | 5th Win | \$15,000.00 |

*If a play-in game is needed and if it results in a win it extends the total bonus potential by \$5,000. The maximum possible National Championship winner computation bonus total is \$28,000.00 without a play-in game; and the maximum possible National Championship winner computation bonus total is \$38,000.00 if the run includes a play-in game.

ATTACHMENTS

Attachment 1 – Proposed Clean Contract

CONSENT
APRIL 16-17, 2025

Attachment 2 – Redline from Model
Attachment 3 – Redline from Current Contract
Attachment 4 – APR Summary
Attachment 5 – Salary and Incentive Sheet
Attachment 6 – Liquidated Damages Sheet
Attachment 7 – Max Compensation Calculation

STAFF COMMENTS AND RECOMMENDATIONS

The proposed multi-year employment contract extension for Idaho State University Head Football Coach Cody Hawkins is in substantial conformance with the Idaho State Board of Education's model contract. The negotiated contract terms, including salary, incentives, and liquidated damages, align with the Board's policies and ISU's financial and programmatic goals.

Board staff recommends approval of the proposed multi-year employment contract extension for ISU Head Football Coach Cody Hawkins, as it ensures a competitive compensation package, establishes clear performance goals, and is consistent with industry standards for head football coach contracts in the Big Sky Conference (BSC). The negotiated extension terms align with ISU's strategic objective of sustaining and advancing the competitive success and academic progress of ISU's Football Program.

BOARD ACTION

I move to approve the request by Idaho State University to enter into a five (5) employment agreement with Cody Hawkins, Head Football Coach, commencing in April of 2025 and terminating on January 1, 2030, at a base salary of \$230,000 and supplemental compensation provisions, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



FOOTBALL HEAD COACH EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY (University), and Cody Hawkins (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's Chief Executive Officer (Chief Executive Officer).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.9 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of 4 years and 9 months, commencing on April _____, 2025 and terminating, without further notice to Coach, on January 1, 2030 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal may be subject to the prior approval of the Idaho State Board of Education (Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) Beginning on July 1, 2025, Coach's annual salary will increase to \$230,000.00 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and Chief Executive Officer and approved by the Board;
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements (except that in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and
- c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the Chief Executive Officer, in the Chief Executive Officer's discretion, to institute furloughs or to take such other actions consistent with Board policy as the Chief Executive Officer may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

- 3.2 Supplemental Compensation The potential supplemental compensation described herein shall be available to Coach and Assistant Coaches only in years when the following conditions are met: (1) Team Multi Year APR remains above the minimum threshold of 930 and (2) the Team operates within the assigned and agreed upon Football Budget, to include mutually agreed upon budget adjustments in writing which take place during the fiscal year.

3.2.1. Each year the Team is the conference champion or co-champion, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in the amount of \$10,000 during the fiscal year in which the championship was achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2. Each year the Team competes in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in the amount of \$7,500.00 during the fiscal year in which the playoff appearance occurred. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3. Each year Coach shall be eligible to receive supplemental compensation in an amount up to \$10,000.00 based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University as academically at-risk students; the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.

| <u>Multi-Year APR Score</u> | <u>Incentive Pay Up To:</u> |
|-----------------------------|-----------------------------|
| 950-959 | \$ 1,000.00 |
| 960-969 | \$ 2,000.00 |
| 970-979 | \$ 3,000.00 |
| 980-989 | \$ 5,000.00 |
| 990-999 | \$ 7,500.00 |
| 1000 | \$15,000.00 |

3.2.4. Each year Coach shall be eligible to receive supplemental compensation in an amount up to \$10,000.00 for achieving an average attendance at home football games at the levels set forth below, and if coach continues to be employed as the University's head football coach as of the ensuing July 1st. Average attendance numbers shall be determined and announced by the University Ticket Office. The determination of whether Coach will receive such supplemental compensation and the

timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director.

| <u>Average Home Attendance</u> | <u>Incentive Pay Up To:</u> |
|--------------------------------|-----------------------------|
| 6,000 - 6,999 | \$ 2,000 |
| 7,000 - 7,999 | \$ 4,000 |
| 8,000 - 8,999 | \$ 6,000 |
| 9,000 - 10,000 | \$10,000 |

3.2.5. Each year Coach earns recognition as the Big Sky Conference Football Coach of the Year, and if Coach continues to be employed as University's Head Football Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in the amount of \$7,500.00 during the fiscal year in which the Big Sky Conference Football Coach of the Year recognition is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6. Each year the Coach shall be eligible to receive supplemental compensation for achieving a predetermined number of regular season wins, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to the following:

| <u>Wins</u> | <u>Incentive Pay Up To:</u> |
|-------------|-----------------------------|
| 6 wins | \$ 4,000.00 |
| 7 wins | \$ 5,000.00 |
| 8 wins | \$ 6,000.00 |
| 9 wins | \$ 7,000.00 |
| 10 wins | \$ 8,000.00 |
| 11 wins | \$15,000.00 |
| 12 wins | \$20,000.00 |

The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7. Coach's Assistants are eligible to receive supplemental compensation in the amount of \$2,000 per Assistant Coach for achieving a single year APR of 960 or greater.

3.2.8. Each year the men's football team advances in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's Head Football Coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any supplemental compensation.

| | | | |
|---------|----------|---------|--------------|
| Play-in | 8 Teams | 1st Win | \$ 5,000.00* |
| Round 2 | 16 Teams | 2nd Win | \$ 5,000.00 |
| Round 3 | 8 Teams | 3rd Win | \$ 5,000.00 |
| Round 4 | 4 Teams | 4th Win | \$ 8,000.00 |
| Round 5 | 2 Teams | 5th Win | \$15,000.00 |

*If a play-in game is needed and if it results in a win it extends the total bonus potential by \$5,000. The maximum possible National Championship winner computation bonus total is \$28,000.00 without a play-in game; and the maximum possible National Championship winner computation bonus total is \$38,000.00 if the run includes a play-in game.

3.2.9. **(SUMMER CAMP—OPERATED BY UNIVERSITY)** Coach agrees that the University has the exclusive right to operate youth football camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's (Sport) camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer (Sport) camps, the University shall pay Coach any net revenues per year as supplemental compensation during each year of employment as head football coach at the University. This amount shall be paid within thirty (30) days after all camp bills have been paid.

In the event of termination of this Agreement, suspension, or reassignment, University shall not be under any obligation to permit a summer youth camp to be held by Coach after the effective date of such termination, suspension, or reassignment, and the University shall be released from all obligations relating thereto.

3.2.10. Coach agrees that the University has the exclusive right to select footwear, apparel, and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Adidas or another entity (hereinafter referred to as "Apparel Entity"), to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning an Apparel Entity product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Apparel Entity, or give a lecture at an event sponsored in whole or in part by Apparel Entity, or make other educationally related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head football coach. In order to avoid entering into an agreement

with a competitor of Apparel Entity, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Apparel Entity, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, policies, rules and regulations of the University, the Board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include, but are not limited to: (a) Board policies; (b) University's policies and procedures; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the football conference of which the University is a member.

- 4.1.5. Coach is responsible for the actions of all institutional staff members who report, directly or indirectly, to Coach. Coach shall promote an atmosphere of compliance within the program and shall monitor the activities of all institutional staff members involved with the program who report, directly or indirectly, to Coach.
- 4.1.6. Coach shall be responsible for ensuring that institutional staff members as described in 4.1.5 complete the following specific compliance related activities:
- a) Attendance of Coach and Assistant Coaches at all rules education programs;
 - b) Prompt and accurate submission of compliance forms, certification forms, CARA forms, and all compliance related information prior to the arrival of a student athlete on the ISU Campus;
 - c) Thorough, honest, and forthcoming completion of compliance forms;
 - d) The prompt and complete disclosure of circumstances or facts that may impact the eligibility of a Prospective Student Athlete or which may lead to the need to request an NCAA Eligibility Waiver. The need for NCAA Eligibility Waivers based upon information which was known and not disclosed, or which should have been known, is conduct seriously prejudicial to the University and may constitute adequate cause for discipline up to and including dismissal or termination; and
 - e) The routine requesting of rules interpretations.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the Chief Executive Officer, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the Chief Executive Officer.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's Chief Executive Officer for all athletically related

income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's Chief Executive Officer whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of Chief Executive Officer and the Board.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of, or pled guilty or no contest to any felony or a misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media and Fundraising Obligations. Coach must fully participate in media and fundraising programs and public appearances (Programs) through the date of the Team's last regular season or post-season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and perform on the

Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on any form of electronic, print, or social media, including radio or television, that conflict with those broadcast on the University's designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations, including in University policy.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the Director's consent;
- e) Any conduct of Coach that the university determines brings Coach or the University into general public disrepute, contempt, scandal or ridicule or that would, in the University's reasonable judgment, reflect adversely on the University or its athletic programs, including a violation by Coach of any law, except minor traffic offenses;

- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or reasonably should have known of the violation and could have prevented it by ordinary supervision;
- j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement; or
- k) A failure of Coach to maintain a high level of professionalism, including a failure to exercise the proper level of conduct and decorum expected of a highly-visible university employee, which is at all times expected to create a safe and professional environment for student-athletes, subordinates, co-workers, and others who provide support and service to the staff and student athletes at Idaho State University.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach the remaining unpaid amounts contained in the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end, and Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and

reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1. Coach recognizes that Coach's promise to work for University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University before the end of the Agreement term.

5.3.2. Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3. If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: \$100,000 if separation occurs in years 1 or 2 (July 1, 2025 – June 30 2027); \$75,000 if separation occurs in year 3 (July 1, 2027 – June 30, 2028); and \$40,000 if separation occurs after June 30, 2028. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.

5.3.4. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5. Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2. If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries thereunder.

5.4.3. If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program. In the event of an announcement to the Athletic Director of a future departure, a formal resignation, termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the University Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. If required under Board policy, this Agreement shall not be effective unless approved by the Board. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the Board, the Chief Executive Officer, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University's rules regarding financial exigency.

6.2 University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No failure of the University to enforce a right of this Agreement shall constitute a waiver of that right. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to causes beyond a party's reasonable control that make the contract impossible, impracticable, or frustrate the purpose of the contract, whether foreseeable or not, including but not limited to: government or court orders, guidelines, regulations, or actions related to communicable diseases, epidemics, pandemics, or other dangers to public health; strikes, lockouts, labor disputes; acts of God; inability to obtain labor or materials or reasonable substitutes

therefor; governmental restrictions, governmental regulations, or governmental controls; enemy or hostile governmental action; civil commotion; fire or other casualty; and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party, so long as such party uses its best efforts to remedy such a failure or delays if reasonable to do so for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

6.10 Notices. Any notice under this Agreement shall be in physical or electronic writing and be delivered in person, by email to the official University mail on file, or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
 Pauline Thiros
 Idaho State University
 MS 8173
 Pocatello, ID 83209

with a copy to: President
 Idaho State University
 MS 8310
 Pocatello, ID 83209

Coach: Cody Hawkins
 Address on File with Human Resources at University

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day electronic delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark,

service mark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University

Coach

Signature: _____
Printed Name: Dr. Robert W. Wagner
President

Signature: _____
Printed Name: Cody Hawkins
Head Football Coach

Date: _____

Date: _____



~~ATHLETICS MULTI-YEAR CONTRACT~~
~~[COACH NAME], FOOTBALL HEAD COACH - [SPORT]~~

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY-(University), and ~~[LEGAL NAME OF COACH]~~Cody Hawkins (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its ~~[INSERT SPORT/TEAM]~~intercollegiate football team (Team).- Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. -Coach shall report and be responsible directly to the University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's ~~President (President~~Chief Executive Officer (Chief Executive Officer)).

1.3. Duties.- Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. _The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.4.9 shall cease.

~~1.4. Contingent on Successful Background Check. This Agreement is contingent on successful completion of a background check in accordance with University policy for new employees. Should the University, in its sole discretion, determine the results of a background check preclude Coach from employment, then the University may immediately terminate this Agreement with written notice and Coach shall not be entitled to any payment or benefits under this Agreement.~~

ARTICLE 2

2.1. Term. -This Agreement is for a fixed-term appointment of ~~[INSERT TERM OF YEARS 3 OR LESS]~~4 years and 9 months, commencing on ~~[INSERT COMMENCEMENT DATE]~~April _____, 2025 and terminating, without further notice to Coach, on ~~[INSERT TERMINATION DATE]~~January 1, 2030 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. -This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal may be subject to the prior approval of the Idaho State Board of Education (Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) ~~An~~Beginning on July 1, 2025, Coach's annual salary ~~of \$ [INSERT SALARY AMOUNT IN USD]~~will increase to \$230,000.00 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and ~~President~~Chief Executive Officer and approved by the Board;
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements ~~-(except that in accordance with Board Policy II.H.6.b.ii, University-~~ and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and
- c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

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Coach understands and agrees that financial conditions may require the ~~President~~Chief Executive Officer, in the ~~President's~~Chief Executive Officer's discretion, to institute furloughs or to take such other actions consistent with Board policy as the ~~President~~Chief Executive Officer may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

~~3.2~~ Supplemental Compensation: The potential supplemental compensation ~~3.2~~ described herein shall be available to Coach and Assistant Coaches only in years when the following conditions are met: (1) ~~[INSERT CONDITIONS SUCH AS MINIMUM Team Multi Year APR THRESHOLD]~~remains above the minimum threshold of 930 and (2) the Team operates within the assigned and agreed upon ~~[TEAM/SPORT] budget~~Football Budget, to include mutually agreed upon budget adjustments in writing which take place during the fiscal year.

~~3.2.1.~~ Each year the Team is the ~~[INSERT TRIGGER EVENT: BIG SKY CHAMP, COACH OF YEAR, ETC]~~conference champion or co-champion, and if Coach continues to be employed as University's ~~Head [INSERT TEAM/SPORT] Coach~~head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in ~~an~~the amount ~~equal to [INSERT AMOUNT IN WEEKS] of Coach's Annual Salary \$10,000~~ during the fiscal year in which the ~~[TRIGGER EVENT] is~~championship was achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~3.2.1.~~ ~~3.2.2.~~ Each year the Team competes in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in the amount of \$7,500.00 during the fiscal year in which the playoff appearance occurred. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~3.2.2~~ ~~[ADD OTHER SUPPLEMENTAL COMPENSATION CLAUSES AS APPROPRIATE, SUCH AS CONFERENCE CHAMPION, COACH OF THE YEAR, SELECTION TO NCAA TOURNAMENT, ETC]~~

~~3.2.3~~ Each year Coach shall be eligible to receive supplemental compensation in an amount up to ~~\$([INSERT USD AMOUNT])\$10,000.00~~ based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the ~~President~~Chief Executive Officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate; ~~set by the Board~~, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those

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who entered the University as academically at-risk students; ~~and~~ the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.

| <u>To:</u> | <u>[TEAM/SPORT] Multi-Year APR Score:</u> | <u>Incentive Pay Up</u> |
|------------|--|--------------------------------------|
| | 950-959 | \$ 1,000.00 |
| | 960-969 | \$ 2,000.00 |
| | 970-979 | \$ [USD AMOUNT] 3,000.00 |
| | 980-989 | \$ [USD AMOUNT] 5,000.00 |
| | 990-999 | \$ [USD AMOUNT] 7,500.00 |
| | 1000 | \$ [USD AMOUNT] 15,000.00 |

~~3.2.4~~ 3.2.4. Each year Coach shall be eligible to receive supplemental compensation in an amount up to \$10,000.00 for achieving an average attendance at home football games at the levels set forth below, and if coach continues to be employed as the University's head football coach as of the ensuing July 1st. Average attendance numbers shall be determined and announced by the University Ticket Office. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director.

| <u>Average Home Attendance</u> | <u>Incentive Pay Up To:</u> |
|--------------------------------|-----------------------------|
| 6,000 - 6,999 | \$ 2,000 |
| 7,000 - 7,999 | \$ 4,000 |
| 8,000 - 8,999 | \$ 6,000 |
| 9,000 - 10,000 | \$10,000 |

3.2.5. Each year Coach earns recognition as the Big Sky Conference Football Coach of the Year, and if Coach continues to be employed as University's Head Football Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in the amount of \$7,500.00 during the fiscal year in which the Big Sky Conference Football Coach of the Year recognition is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6. Each year the Coach shall be eligible to receive supplemental compensation for achieving a predetermined number of regular season wins, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to the following:

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| <u>Wins</u> | <u>Incentive Pay Up To:</u> |
|----------------|-----------------------------|
| <u>6 wins</u> | <u>\$ 4,000.00</u> |
| <u>7 wins</u> | <u>\$ 5,000.00</u> |
| <u>8 wins</u> | <u>\$ 6,000.00</u> |
| <u>9 wins</u> | <u>\$ 7,000.00</u> |
| <u>10 wins</u> | <u>\$ 8,000.00</u> |
| <u>11 wins</u> | <u>\$15,000.00</u> |
| <u>12 wins</u> | <u>\$20,000.00</u> |

The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7. Coach's Assistants are eligible to receive supplemental compensation in the amount of \$2,000 per Assistant Coach for achieving a single year APR of 960 or greater.

3.2.8. Each year the men's football team advances in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's Head Football Coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any supplemental compensation.

| | | | |
|----------------|-----------------|----------------|---------------------|
| <u>Play-in</u> | <u>8 Teams</u> | <u>1st Win</u> | <u>\$ 5,000.00*</u> |
| <u>Round 2</u> | <u>16 Teams</u> | <u>2nd Win</u> | <u>\$ 5,000.00</u> |
| <u>Round 3</u> | <u>8 Teams</u> | <u>3rd Win</u> | <u>\$ 5,000.00</u> |
| <u>Round 4</u> | <u>4 Teams</u> | <u>4th Win</u> | <u>\$ 8,000.00</u> |
| <u>Round 5</u> | <u>2 Teams</u> | <u>5th Win</u> | <u>\$15,000.00</u> |

*If a play-in game is needed and if it results in a win it extends the total bonus potential by \$5,000. The maximum possible National Championship winner computation bonus total is \$28,000.00 without a play-in game; and the maximum possible National Championship winner computation bonus total is \$38,000.00 if the run includes a play-in game.

3.2.9. (SUMMER CAMP—OPERATED BY UNIVERSITY) Coach agrees that the University has the exclusive right to operate youth [TEAM/SPORT]football camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's [TEAM/SPORT] Camps.(Sport) camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's [TEAM/SPORT]summer (Sport) camps, the University shall pay Coach and Coach's designees according to theany net proceeds generated by campsrevenues per year as

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supplemental compensation during each year of employment as head ~~[TEAM/SPORT]~~football coach at the University. This amount shall be paid ~~from within thirty (30) days after all camp accounts and a detailed accounting of all revenue and expenses provided to the Director~~ bills have been paid.

3.3 Apparel Agreement.

In the event of termination of this Agreement, suspension, or reassignment, University shall not be under any obligation to permit a summer youth camp to be held by Coach after the effective date of such termination, suspension, or reassignment, and the University shall be released from all obligations relating thereto.

3.2.10. Coach agrees that the University has the exclusive right to select footwear, apparel, and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Adidas or another entity (hereinafter referred to as "Apparel Entity"), to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning an Apparel Entity product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Apparel Entity, or give a lecture at an event sponsored in whole or in part by Apparel Entity, or make other educationally related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head football coach. In order to avoid entering into an agreement with a competitor of Apparel Entity, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Apparel Entity, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.43 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

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4.1. Coach's Specific Duties and Responsibilities. —In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, ~~and with the~~ policies, rules and regulations of the University, the Board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. ~~-Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include, but are not limited to:~~ (a) Board policies; (b) University's policies and procedures; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the football conference of which the University is a member.

~~4.1.5.~~ Coach is responsible for the actions of all institutional staff

~~4.1.5.~~ members who report, directly or indirectly, to Coach. Coach shall promote an atmosphere of compliance within the program and shall monitor the activities of all institutional staff members involved with the program who report, directly or indirectly, to ~~the coach~~ Coach.

~~4.1.6.~~ Coach shall be responsible ~~to ensure~~for ensuring that institutional staff

~~4.1.6.~~ members as described in 4.1.5 complete the following specific compliance related activities:

- a) Attendance of Coach and Assistant Coaches at all rules education programs;
- b) Prompt and accurate submission of compliance forms, certification forms, CARA forms, and all compliance related information prior to the arrival of a student athlete on the ISU Campus;

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- c) Thorough, honest, and forthcoming completion of compliance forms;
- d) The prompt and complete disclosure of circumstances or facts that may impact the eligibility of a Prospective Student Athlete or which may lead to the need to request an NCAA Eligibility Waiver. The need for NCAA Eligibility Waivers based upon information which was known and not disclosed, or which should have been known, is conduct seriously prejudicial to the University and may constitute adequate cause for discipline up to and including dismissal or termination; and
- e) The routine requesting of rules interpretations.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the ~~President~~Chief Executive Officer, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and ~~University Marketing and Communications~~the Chief Executive Officer.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the ~~President~~University's Chief Executive Officer for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the ~~President's Office~~University's Chief Executive Officer whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to ~~the~~ University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the

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Director and shall, when necessary or appropriate, be subject to the approval of ~~the President~~Chief Executive Officer and the Board.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of, or pled guilty or no contest to any felony or a misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media and Fundraising Obligations. Coach must fully participate in media and fundraising programs and public appearances (Programs) through the ~~termdate of this contract as requested by the Director~~Team's last regular season or the Director's designee post-season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of ~~the~~ University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for ~~these~~the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on any form of electronic, print, or social media, including radio or television, that conflict with those broadcast on the University's designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause.- The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with ~~OGC Approved 05.09.2024~~

or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations, including in University policy.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the Director's consent;
- e) Any conduct of Coach that the Universityuniversity determines brings Coach or the University into general public disrepute, contempt, scandal, or ridicule or that would, in the University's reasonable judgment, reflect adversely on the University or its athletic programs, including a violation by Coach of any law, except minor traffic offenses;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of -Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

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- i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or reasonably should have known of the violation and could have prevented it by ordinary supervision;
- j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement; or
- k) A failure of Coach to maintain a high level of professionalism, including a failure to exercise the proper level of conduct and decorum expected of a highly-visible university employee, which is at all times expected to create a safe and professional environment for student-athletes, subordinates, co-workers, and others who provide support and service to the staff and student athletes at Idaho State University.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2—In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, ~~as liquidated damages and not~~

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~~a penalty~~, the remaining unpaid amounts contained in the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. ~~In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end.~~ and Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained.

5.2.3~~—~~ The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University, which damages are extremely difficult to determine with certainty. ~~The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be,~~ a penalty.

5.3 Termination by Coach for Convenience.

5.3.1~~—~~ Coach recognizes that Coach's promise to work for University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were ~~Coach to resign or otherwise terminate employment with the University before the end of the Agreement term.~~

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5.3.2. Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3. If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: ~~[INSERT SUM]~~ \$100,000 if separation occurs in years 1 or 2 (July 1, 2025 – June 30 2027); \$75,000 if separation occurs in year 3 (July 1, 2027 – June 30, 2028); and \$40,000 if separation occurs after June 30, 2028. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.

5.3.4. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5. Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2. If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to ~~Coach's~~ estate or beneficiaries thereunder.

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5.4.3. If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5 Interference by Coach. –In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program. In the event of an announcement to the Athletic Director of a future departure, a formal resignation, termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the University ~~Policies and Procedures~~Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. ~~This~~If required under Board policy, this Agreement shall not be effective ~~until and unless executed~~approved by ~~both parties as set forth below, the Board.~~ In addition, the payment of any compensation pursuant to this ~~agreement~~Agreement shall be subject to the approval of the Board, ~~if required~~the Chief Executive Officer, and the ~~President~~Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and ~~University~~University's rules regarding financial exigency.

6.2 University Property.– All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University –or developed by Coach on behalf of the ~~University~~University
OGC Approved 05.09.2024

University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No failure of the University to enforce a right of this Agreement shall constitute a waiver of that right. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay, or stoppage due to causes beyond a party's reasonable control that make the contract impossible, impracticable, or frustrate the purpose of the contract, whether foreseeable or not, including but not limited to: government or court orders, guidelines, regulations, or actions related to communicable diseases, epidemics, pandemics, or other dangers to public health; strikes, lockouts, labor disputes; acts of God; inability to obtain labor or materials or reasonable substitutes therefor; governmental restrictions, governmental regulations, or governmental controls; enemy or hostile governmental action; civil commotion; fire or other casualty; and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party, so long as such party uses its best efforts to remedy such a failure or delays if reasonable to do so for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

OGC Approved 05.09.2024

6.10 Notices. Any notice under this Agreement shall be in physical or electronic writing and be delivered in person, by email to the official ~~university email~~ University mail on file, or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
 Pauline Thiros
 Idaho State University
 MS 8173
 Pocatello, ID -83209

with a copy to: President
 Idaho State University
 MS 8310
 Pocatello, ID -83209

Coach: ~~[INSERT COACH NAME AND CONTACT INFO]~~ Cody Hawkins
 Address on File with Human Resources at University

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day electronic delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. Coach shall not, without the ~~University's~~ University's prior written consent in each case, use any name, trade name, trademark, service mark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

6.14 No Third Party Beneficiaries. -There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement

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shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16 Opportunity to Consult with Attorney. -Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University

Coach

Signature: _____
Printed Name: ~~[PRESIDENT NAME]~~ Dr.
Robert W. Wagner
~~Idaho State University~~ President

Signature: _____
Printed Name: ~~[COACH NAME]~~ Cody
Hawkins
Head Football Coach
[SPORT/TEAM]

Date: _____

Date: _____

~~[FOR ANY CONTRACT GREATER THAN 3 YEARS]~~ Approved by the Idaho State Board of Education on the ____ day of _____, 20__.

~~[*Note: Multiyear employment agreements requiring Board approval are defined Board Policy II.H.]~~

OGC Approved 05.09.2024



FOOTBALL HEAD COACH EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY (University), and Cody Hawkins (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's Chief Executive Officer (Chief Executive Officer).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University - other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.9 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of ~~54~~ years and 9 months, commencing on ~~January 19, 2024~~ April, 2025 and terminating, without further notice to Coach, on January ~~26, 2029-1, 2030~~ unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal may be subject to the prior approval of the Idaho State Board of Education (Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) ~~An~~Beginning on July 1, 2025, Coach's annual salary ~~of \$222~~will increase to \$230,000.00 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and Chief Executive Officer and approved by the Board;
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements ~~-(except that in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and~~
- c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the Chief Executive Officer, in the Chief Executive Officer's discretion, to institute furloughs or to take such other actions consistent with Board policy as the Chief Executive Officer may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

- 3.2 Supplemental Compensation The potential supplemental compensation described herein shall be available to Coach and Assistant Coaches only in years when the following conditions are met: (1) Team Multi Year APR remains above the minimum threshold of 930 and (2) the Team operates within the assigned and agreed upon Football Budget, to include mutually agreed upon budget adjustments in writing which take place during the fiscal year.

3.2.1. Each year the Team is the conference champion or co-champion, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in the amount of ~~\$7,500~~\$10,000 during the fiscal year in which the championship was achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2. Each year the Team competes in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in the amount of \$7,500.00 ~~-~~during the fiscal year in which the playoff appearance occurred. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3. Each year Coach shall be eligible to receive supplemental compensation in an amount up to \$10,000.00 based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University as academically at-risk students; the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.

| <u>Multi-Year APR Score</u> | <u>Incentive Pay Up To:</u> |
|-----------------------------|-----------------------------|
| 950-959 | \$ 1,000.00 |
| 960-969 | \$ 2,000.00 |
| 970-979 | \$ 3,000.00 |
| 980-989 | \$ 5,000.00 |
| 990-999 | \$ 7,500.00 |
| 1000 | \$15,000.00 |

3.2.4. Each year Coach shall be eligible to receive supplemental compensation in an amount up to \$10,000.00 for achieving an average attendance at home football games at the levels set forth below, and if coach continues to be employed as the University's head football coach as of the ensuing July 1st. Average attendance numbers shall be determined and announced by the University Ticket Office. The determination of whether Coach will receive such supplemental compensation and the

timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director.

| <u>Average Home Attendance</u> | <u>Incentive Pay Up To:</u> |
|--------------------------------|-----------------------------|
| 6,000 - 6,999 | \$ 2,000 |
| 7,000 - 7,999 | \$ 4,000 |
| 8,000 - 8,999 | \$ 6,000 |
| 9,000 - 10,000 | \$10,000 |

3.2.5. Each year Coach earns recognition as the Big Sky Conference Football Coach of the Year, and if Coach continues to be employed as University's Head Football Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in the amount of \$7,500.00 during the fiscal year in which the Big Sky Conference Football Coach of the Year recognition is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6. Each year the Coach shall be eligible to receive supplemental compensation for achieving a predetermined number of regular season wins, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to the following:

| <u>Wins</u> | <u>Incentive Pay Up To:</u> |
|---------------|-----------------------------|
| <u>6 wins</u> | <u>\$ 4,000.00</u> |
| 7 wins | \$ 5,000.00 |
| 8 wins | \$ 6,000.00 |
| 9 wins | \$ 7,000.00 |
| 10 wins | \$ 8,000.00 |
| 11 wins | \$15,000.00 |
| 12 wins | \$20,000.00 |

The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7. Coach's Assistants are eligible to receive supplemental compensation in the amount of \$2,000 per Assistant Coach for achieving a single year APR of 960 or greater.

3.2.8. Each year the men's football team advances in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's Head Football Coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any supplemental compensation.

| | | | |
|---------|----------|---------|--------------|
| Play-in | 8 Teams | 1st Win | \$ 5,000.00* |
| Round 2 | 16 Teams | 2nd Win | \$ 5,000.00 |
| Round 3 | 8 Teams | 3rd Win | \$ 5,000.00 |
| Round 4 | 4 Teams | 4th Win | \$ 8,000.00 |
| Round 5 | 2 Teams | 5th Win | \$15,000.00 |

*If a play-in game is needed and if it results in a win it extends the total bonus potential by \$5,000. The total maximum possible National Championship winner computation bonus total is \$28,000.00 without a play-in game; and the maximum possible National Championship winner computation bonus total is \$38,000.00 if the run includes a play-in game.

3.2.9. (SUMMER CAMP—OPERATED BY UNIVERSITY) Coach agrees that the University has the exclusive right to operate youth football camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's (Sport) camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer (Sport) camps, the University shall pay Coach any net revenues per year as supplemental compensation during each year of employment as head football coach at the University. This amount shall be paid within thirty (30) days after all camp bills have been paid.

In the event of termination of this Agreement, suspension, or reassignment, University shall not be under any obligation to permit a summer youth camp to be held by Coach after the effective date of such termination, suspension, or reassignment, and the University shall be released from all obligations relating thereto.

3.2.10. Coach agrees that the University has the exclusive right to select footwear, apparel, and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Adidas or another entity (hereinafter referred to as "Apparel Entity"), to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning an Apparel Entity product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Apparel Entity, or give a lecture at an event sponsored in whole or in part by Apparel Entity, or make other educationally related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's

duties and obligations as head football coach. In order to avoid entering into an agreement with a competitor of Apparel Entity, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Apparel Entity, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, policies, rules and regulations of the University, the Board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include, but are not limited to: (a) Board policies; (b) University's policies and

procedures; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the football -conference of which the University is a member.

4.1.5. Coach is responsible for the actions of all institutional staff members who report, directly or indirectly, to Coach. Coach shall promote an atmosphere of compliance within the program and shall monitor the activities of all institutional staff members involved with the program who report, directly or indirectly, to Coach.

4.1.6. Coach shall be responsible for ensuring that institutional staff members as described in 4.1.5 complete the following specific compliance related activities:

- a) Attendance of Coach and Assistant Coaches at all rules education programs;
- b) Prompt and accurate submission of compliance forms, certification forms, CARA forms, and all compliance related information prior to the arrival of a student athlete on the ISU Campus;
- c) Thorough, honest, and forthcoming completion of compliance forms;
- d) The prompt and complete disclosure of circumstances or facts that may impact the eligibility of a Prospective Student Athlete or which may lead to the need to request an NCAA Eligibility Waiver. The need for NCAA Eligibility Waivers based upon information which was known and not disclosed, or which should have been known, is conduct seriously prejudicial to the University and may constitute adequate cause for discipline up to and including dismissal or termination; and
- e) The routine requesting of rules interpretations.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the Chief Executive Officer, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the Chief Executive Officer.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's Chief Executive Officer for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's Chief Executive Officer whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of Chief Executive Officer and the Board.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of, or pled guilty or no contest to any felony or a misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media and Fundraising Obligations. Coach must fully participate in media and fundraising programs and public appearances (Programs) through the date of the Team's last regular season or post-season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public

appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on any form of electronic, print, or social media, including radio or television, that conflict with those broadcast on the University's designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations, including in University policy.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the Director's consent;
- e) Any conduct of Coach that the university determines brings Coach or the University into general public disrepute, contempt, scandal or ridicule or that would, in the University's reasonable judgment, reflect adversely on the University or its athletic programs, including a violation by Coach of any law, except minor traffic offenses;

- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or reasonably should have known of the violation and could have prevented it by ordinary supervision;
- j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement; or
- k) A failure of Coach to maintain a high level of professionalism, including a failure to exercise the proper level of conduct and decorum expected of a highly-visible university employee, which is at all times expected to create a safe and professional environment for student-athletes, subordinates, co-workers, and others who provide support and service to the staff and student athletes at Idaho State University.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or

other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2~~In~~ In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach the remaining unpaid amounts contained in the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end, and Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained.

5.2.3~~The~~ The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University, which damages are extremely

difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1. Coach recognizes that Coach's promise to work for University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University before the end of the Agreement term.

5.3.2. Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3. If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: \$100,000 if separation occurs prior to July in years 1 or 2 (July 1, 2025 – June 30 2027); \$75,000 if separation occurs in year 3 (July 1, 2027 – June 30, 2028); and ~~\$2540,000~~ if separation occurs after ~~July 4 June 30,~~ 2028. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.

5.3.4. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5. Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2. If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to ~~Coach's~~ estate or beneficiaries thereunder.

5.4.3. If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program. In the event of an announcement to the Athletic Director of a future departure, a formal resignation, termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the University Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. If required under Board policy, this Agreement shall not be effective unless approved by the Board. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the Board, the Chief Executive Officer, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University's rules regarding financial exigency.

6.2 University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No failure of the University to enforce a right of this Agreement shall constitute a waiver of that right. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to causes beyond a party's reasonable control that make the contract impossible, impracticable, or frustrate the purpose of the contract, whether foreseeable or not, including but not limited to: government or court orders, guidelines, regulations, or actions related to communicable

diseases, epidemics, pandemics, or other dangers to public health; strikes, lockouts, labor disputes; acts of God; inability to obtain labor or materials or reasonable substitutes therefor; governmental restrictions, governmental regulations, or governmental controls; enemy or hostile governmental action; civil commotion; fire or other casualty; and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party, so long as such party uses its best efforts to remedy such a failure or delays if reasonable to do so for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

6.10 Notices. Any notice under this Agreement shall be in physical or electronic writing and be delivered in person, by email to the official University mail on file, or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
 Pauline Thiros
 Idaho State University
 MS 8173
 Pocatello, ID 83209

with a copy to: President
 Idaho State University
 MS 8310
 Pocatello, ID 83209

Coach: Cody Hawkins
 Address on File with Human Resources at University

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day electronic delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, service mark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University

Coach

Signature:_____

Printed Name: ~~Brian Sagendorf~~ Dr.

Robert W. Wagner

~~Acting~~ President

Signature:_____

Printed Name: Cody Hawkins

Head Football Coach

Date:_____

Date:_____

IDAHO STATE UNIVERSITY
FOOTBALL APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|--------------------------|---------|---------|---------|---------|---------|
| Single Year APR | 925 | 944 | 918 | 943 | 972 |
| National % Rank by Sport | * | * | 1-10 | 1-10 | * |

| MULTI-YEAR APR (4-Year Rolling Average) | | | | | |
|---|-----|-----|-----|-----|-----|
| Football | 953 | 946 | 933 | 933 | 944 |

* Percentile not yet available (2023-24) or not reported by NCAA following the COVID year due to disruption (2019-20, 2020-21)

Big Sky Conference Football Head Coach Salary and Incentives Chart

Supporting Information for ISU Head Football Coach (Cody Hawkins) Contract

| | INSTITUTION | BASE SALARY | INCENTIVES | TOTAL POSSIBLE COMPENSATION |
|----|----------------------|---------------|---------------|-----------------------------|
| 1 | Cal Poly | \$ 350,004.00 | \$ 460,000.00 | \$ 810,004.00 |
| 2 | Montana State | \$ 455,000.00 | \$ 300,000.00 | \$ 755,000.00 |
| 3 | Montana | \$ 265,000.00 | \$ 467,000.00 | \$ 732,000.00 |
| 4 | Sacramento State | \$ 242,004.00 | \$ 389,600.00 | \$ 631,604.00 |
| 5 | University of Idaho* | \$ 250,000.00 | \$ 212,000.00 | \$ 462,000.00 |
| 6 | Northern Arizona | \$ 280,000.00 | \$ 140,000.00 | \$ 420,000.00 |
| 7 | Idaho State | \$ 230,000.00 | \$ 98,000.00 | \$ 328,000.00 |
| 8 | Weber State | \$ 215,000.00 | \$ 100,000.00 | \$ 315,000.00 |
| 9 | UC Davis | \$ 270,000.00 | \$ 44,000.00 | \$ 314,000.00 |
| 10 | Eastern Washington | \$ 252,357.00 | \$ 58,000.00 | \$ 310,357.00 |
| 11 | Northern Colorado | \$ 209,209.00 | \$ 80,000.00 | \$ 289,209.00 |
| 12 | Portland State | \$ 210,000.00 | \$ 15,000.00 | \$ 225,000.00 |

| | INSTITUTION | BASE SALARY |
|----|---------------------|---------------|
| 1 | Montana State | \$ 455,000.00 |
| 2 | Cal Poly | \$ 350,004.00 |
| 3 | Northern Arizona | \$ 280,000.00 |
| 4 | UC Davis | \$ 270,000.00 |
| 5 | Montana | \$ 265,000.00 |
| 6 | Eastern Washington | \$ 252,357.00 |
| 7 | University of Idaho | \$ 250,000.00 |
| 8 | Sacramento State | \$ 242,004.00 |
| 9 | Idaho State | \$ 230,000.00 |
| 10 | Weber State | \$ 215,000.00 |
| 11 | Portland State | \$ 210,000.00 |
| 12 | Northern Colorado | \$ 209,209.00 |

* Last available contract for Head Coach Jason Eck

Big Sky Conference Football Head Coach Salary and Incentives Chart

Supporting Information for ISU Head Football Coach (Cody Hawkins) Contract

| INSTITUTION | LIQUIDATED DAMAGES CLAUSE? | STRUCTURE OF LIQUIDATED DAMAGES |
|--------------------|----------------------------|---|
| Sacramento State | NO | NA |
| Weber State | YES | Termination by university is set amount depending upon remaining term, ranges from \$800,000 total to \$175,000 minimum. Termination by Coach is \$100,000. |
| Montana State | YES | Termination for convenience by University \$250,000 or remaining contract term, whichever is less. Termination by Coach \$250,000 or remaining contract term if separation occurs in the final 12 months. |
| Portland State | YES | \$30,000 |
| Northern Arizona | YES | Termination for convenience is 50% of base salary for the remainder of the contract term. Termination by Coach 50% of remaining contract, or \$50,000 one time based on reason for departure. |
| Idaho | YES | 525,000 |
| Northern Colorado | YES | Termination by Coach requires payment by Coach of up to \$300,000 on a sliding scale which decreases until contract expiration. |
| Eastern Washington | YES | Termination for convenience by University requires 12 months of current salary. Termination by Coach requires an amount ranging from \$50-\$100K based on years remaining. |
| Montana | YES | Amount equal to base salary for the time remaining on the contract. |
| Southern Utah | YES | Termination by Coach requires payment on a sliding scale beginning at \$100,000 and decreasing until contract expiration. |
| Cal Poly | NO | NA |
| UC Davis | YES | Termination by university is base salary for current year, then 50% of base for following year and 25% of base salary for remaining term. Termination by Coach \$150,000. |
| Idaho State | YES | Termination by University is remaining contract terms minus other compensation secured by Coach upon receipt of alternative employment. Termination by Coach is \$100,000 for years 1 and 2, \$70,000 in year 3, and \$35,000 year 4 and remaining. |

CONSENT
APRIL 16-17, 2025

ATTACHMENT 7

Head Football Coach Cody Hawkins Maximum Compensation Calculation: FY 2025-2030

| Contract Reference: | | Yr 1 | | Yr 2 | | Yr 3 | | Yr 4 | | Yr 5 | | *Assumes 2.5% CEC increase annually. |
|--|--|------|------------|------|------------|------|------------|------|------------|------|------------|--------------------------------------|
| 3.1.1 | Annual Salary | \$ | 230,000.00 | \$ | 235,750.00 | \$ | 241,643.75 | \$ | 247,684.84 | \$ | 253,876.96 | |
| 3.2.1 | Bonus: Regular Season Championship | \$ | 10,000.00 | \$ | 10,000.00 | \$ | 10,000.00 | \$ | 10,000.00 | \$ | 10,000.00 | |
| 3.2.2 | Bonus: FCS Playoff Appearance | \$ | 7,500.00 | \$ | 7,500.00 | \$ | 7,500.00 | \$ | 7,500.00 | \$ | 7,500.00 | |
| 3.2.3 | Bonus: Academic Achievement | \$ | 15,000.00 | \$ | 15,000.00 | \$ | 15,000.00 | \$ | 15,000.00 | \$ | 15,000.00 | |
| 3.2.4 | Bonus: Attendance | \$ | 10,000.00 | \$ | 10,000.00 | \$ | 10,000.00 | \$ | 10,000.00 | \$ | 10,000.00 | |
| 3.2.5 | Bonus: Coach of the Year | \$ | 7,500.00 | \$ | 7,500.00 | \$ | 7,500.00 | \$ | 7,500.00 | \$ | 7,500.00 | |
| 3.2.6 | Bonus: Total Season Wins | \$ | 20,000.00 | \$ | 20,000.00 | \$ | 20,000.00 | \$ | 20,000.00 | \$ | 20,000.00 | |
| 3.2.8 | Bonus: FCS Playoff Wins (Natl. Championship) | \$ | 38,000.00 | \$ | 38,000.00 | \$ | 38,000.00 | \$ | 38,000.00 | \$ | 38,000.00 | |
| Total Maximum Annual Compensation Under Proposed Contract: | | \$ | 338,000.00 | \$ | 343,750.00 | \$ | 349,643.75 | \$ | 355,684.84 | \$ | 361,876.96 | |

IDAHO STATE UNIVERSITY

SUBJECT

Real Estate Purchase and Sale Agreement

REFERENCE

NA

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3
Section 33-107, Idaho Code

BACKGROUND/DISCUSSION

Idaho State University (ISU) has negotiated the sale of 2.77 acres ("Property") of an approximately 136 acre parcel owned by the Board of Education located in Pocatello ("Board's Parcel"). The Board's Parcel is undeveloped and located between American Road and Alvin Ricken Drive. The proposed buyer is Equity Trust Company FBO De Jones ("Buyer"). The Buyer owns a landlocked parcel without access which is adjacent to the Board's Parcel, as depicted in the attached parcel map. The sale would require Buyer to pay fair market value and would allow for the Buyer to develop an access road to Buyer's parcel from American Road. As a condition of the sale, the Buyer has agreed to provide a permanent access and utility easement to ISU over the Property and to allow ISU to use the future access road on the Property as needed for access to the Board's Parcel. The Property to be sold contains some significant grading and washout challenges that limit development potential and utility to ISU beyond creation of an access road.

The proposed sale will require a lot line adjustment on the southeastern corner of the Board's Parcel. This action opens development opportunities for the Buyer, including the creation of a mutually beneficial access road. The Buyer has stated that he plans to develop his property with an undetermined number of private dwellings to include apartment units in close proximity to the ISU Eames Complex.

ISU has negotiated a sales price of \$130,000 for this parcel of land. The purchase price was determined using a recent appraisal of the property which determined the fair market value of the Property to be \$130,000. All costs and fees associated with the lot line adjustment, surveying, and recording of the deed will be the responsibility of the Buyer.

IMPACT

This action is in harmony with the institution's recently approved master plan and will have no negative impact on ISU's later ability to develop the Board's Parcel.

ATTACHMENTS:

Attachment 1 - Vicinity Map

Attachment 2 - Proposed Purchase and Sale Agreement

Attachment 3 - Appraisal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed sale of the 2.77-acre parcel aligns with Idaho State University's (ISU) strategic goals and recently approved master plan. The transaction benefits both ISU and the Buyer by facilitating improved access to the Buyer's otherwise landlocked property while securing permanent access and utility easement for ISU.

The negotiated sale price of \$130,000 is supported by a recent appraisal establishing fair market value, ensuring a financially sound transaction. Additionally, the agreement places all costs related to the lot line adjustment, surveying, and deed recording on the Buyer, minimizing financial burden on ISU.

Given the undeveloped nature of the land and the grading and washout challenges limiting its standalone development potential, the sale presents a practical use of ISU's assets while preserving future access to the Board's Parcel. The anticipated residential development near the ISU Eames Complex could also provide indirect benefits to the university community.

Board staff recommends approval.

BOARD ACTION

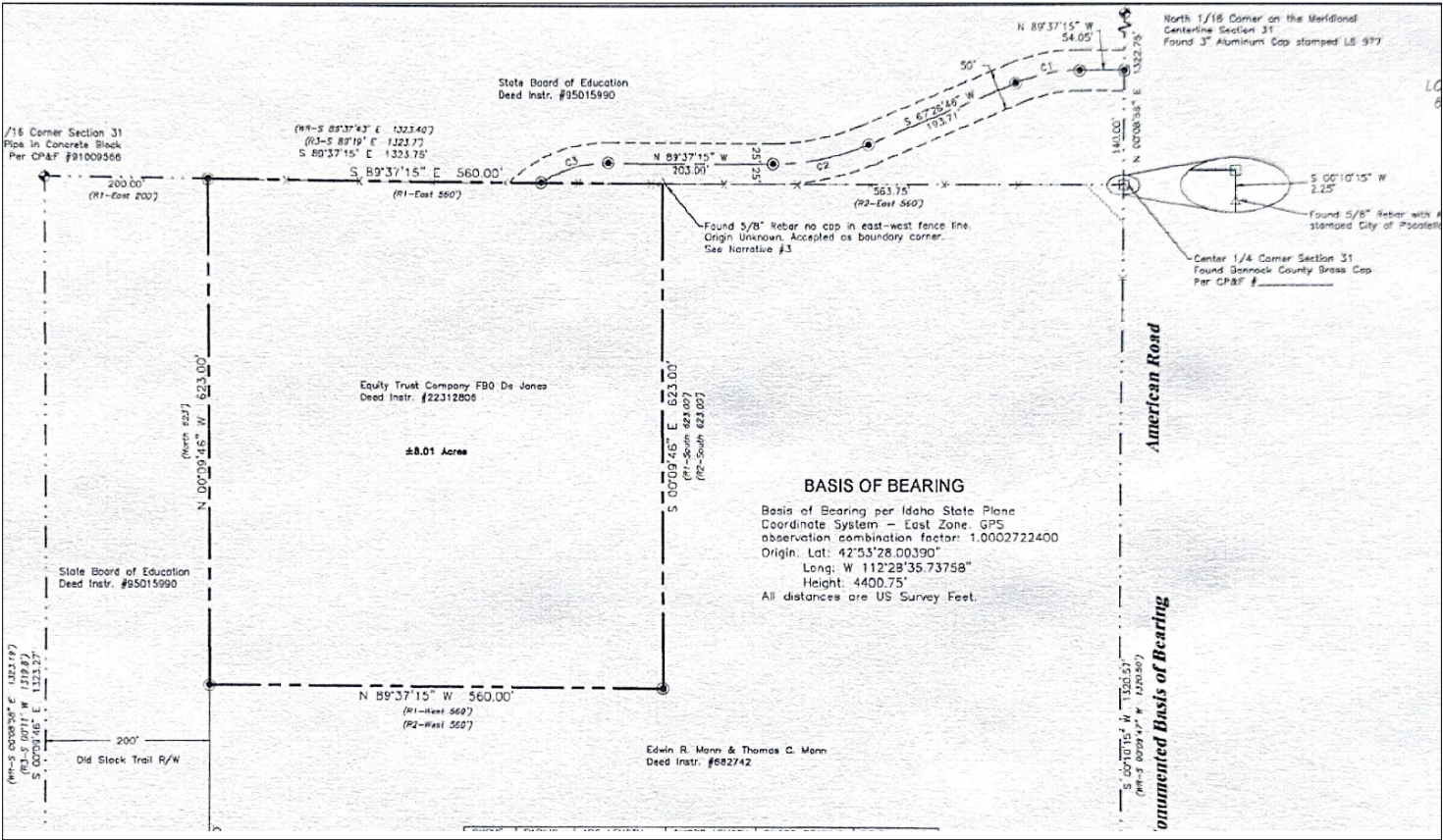
I move to approve the sale of the property described in Attachment 2, Proposed Purchase and Sale Agreement, and to authorize ISU's Vice President of Operations to execute all documents required to complete the sale.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ALTERNATIVE 2
 APPROX. 2.77 ACRES
 * ACREAGE VERIFIED IN
 BANNOCK COUNTY
 PARCEL VIEWER



REFERENCE
 DOCUMENT



FACILITIES SERVICES
 "World Class Facilities
 Professionals Serving ISU
 Together
 (208) 282-4086 OFFICE
 (208) 282-4618 FAX

AMERICAN ROAD LAND
 IDAHO STATE UNIVERSITY
 749 East Humbolt St



| |
|-----------------|
| BUILDING NUMBER |
| NA |
| LEVEL |
| SITE PLAN |
| DISCIPLINE |
| ARCHITECTURE |
| DRAWING SCALE |
| NOT TO SCALE |
| UPDATED DATE |
| 07/22/2024 |

REAL ESTATE PURCHASE AND SALE AGREEMENT

THIS PURCHASE AND SALE AGREEMENT ("**Agreement**") is entered into on _____, 2025, between the Idaho Board of Education, on behalf of **Idaho State University**, a state educational institution and body politic and corporate organized and existing under the laws of the State of Idaho ("**Seller**") and **De Jones** ("**Buyer**").

1. Recitals.

(a) EQUITY TRUST COMPANY FBO DE JONES owns certain real property located in Bannock County, Idaho, identified on the Records of Bannock County, Idaho, as Parcel No. RPRPCPP114200, which is more particularly described in that Warranty Deed recorded with the Bannock County Recorder's Office on December 13, 2023, as Instrument No. 22312806 ("Buyer's Parcel").

(b) Seller, by and through the Idaho State Board of Education, owns certain real property in Bannock County, Idaho, identified on the Records of Bannock County, Idaho, as Parcel No. RPRPCPP112404 ("Seller's Parcel").

(c) Buyer's Parcel and Seller's Parcel are adjacent to one another, as shown on the map attached as Exhibit A.

(d) Buyer wishes to purchase approximately 2.77 acres of the southeast corner of Seller's Parcel to be used by Buyer for access from American Road to Buyer's Parcel.

(e) In conjunction with this transaction, Buyer agrees to allow Seller to use any road Buyer develops on the Property (defined below).

2. Purchase.

Seller shall sell and Buyer shall purchase that certain real property legally described on **Exhibit B**, and located in Pocatello, Idaho ("**Property**"), subject to Seller's receipt of the Purchase Price (defined below), subject to Seller retaining a utility and access easement ("**Easement**") through the Property which will be recorded against the Property by Seller prior to closing, and subject to Buyer granting Seller and any users of Seller's Parcel the right to use any road Buyer constructs on the Property.

3. License For Entry.

Seller grants to Buyer a license to enter upon the Property for all purposes reasonably related to a full and adequate determination of the suitability of the Property, including, without limitation, the right to conduct evaluations, engineering studies, and environmental tests and audits.

4. Purchase Price.

The purchase price of the Property is the sum of One-Hundred and Thirty Thousand Dollars (\$130,000.00), plus reimbursement to Seller of any costs incurred in order to complete the City of Pocatello property line adjustment process and the costs of establishing the Easement ("**Purchase Price**").

5. Additional Terms and/or Conditions.

Notwithstanding anything to the contrary in this Agreement, Buyer shall not be obligated to purchase the Property unless at or prior to closing each of the following conditions has been met or Buyer has waived said condition in writing. Seller shall cooperate with Buyer to execute any documents necessary or convenient to the performance of these conditions:

(a) Buyer's satisfaction with the condition and marketability of title to Property. Seller agrees that a commitment for title insurance issued by a title insurance company authorized to do business in the State of Idaho may be ordered by Buyer at any time following execution of this Agreement. Buyer shall be responsible for the payment of the premium or cancellation fee, if applicable for such commitment. Seller agrees that with the exception of creation of the Easement which shall be recorded against the Property by Seller prior to closing, from the date of execution of this Agreement through closing or the Termination Date, Seller will not permit, suffer, do, create or make any encumbrances, liens, reservations, or impediments of any kind that adversely affect Seller's right, title, or interest in and to the Property;

(b) Completion to Buyer's satisfaction of such environmental assessment as Buyer may deem necessary and Buyer's approval of estimates for mitigation of any environmental or hazardous conditions on the Property and Buyer's acceptance of the physical and environmental condition of the Property. Buyer will bear the responsibility for test costs and replacing the Property to substantially the same condition prior to testing, reasonable wear and tear excepted. Before conducting any environmental tests

on the Property, Buyer shall notify Seller and allow Seller to observe testing operations. Buyer shall make available to Seller copies of any and all environmental reports conducted by or for Buyer. Buyer shall not communicate with any governmental agency regarding the environmental condition of the Property without the prior consent of Seller. Seller agrees to provide Buyer all information regarding the condition of the land as is in Seller's possession or is reasonably available to Seller;

(c) Buyer's satisfaction as to the condition and availability of all utilities and services that may exist or are deemed necessary by Buyer to serve Property;

(d) Satisfaction and completion of all steps necessary in order to complete the City of Pocatello property line adjustment process.

6. Escrow Holder.

Prior to closing, the parties shall open an escrow with _____ ("**Escrow Holder**"). Seller shall deposit into escrow a duly executed and acknowledged Quitclaim Deed ("**Deed**"), attached as **Exhibit C**, conveying all of Seller's right, title and interest in Property to Buyer, subject to any permitted exceptions, together with instructions to deliver and record the Deed when Escrow Holder is in a position to pay Purchase Price. Upon the date of execution of this Agreement, Buyer shall pay Seller earnest money in the sum of \$40,000 (Forty Thousand Dollars), which earnest money payment will be deposited by Seller with the Escrow Holder.

7. Closing and Termination Date.

(a) The payment of earnest money shall be applied to the Purchase Price. In the event the transaction contemplated fails to close, the earnest money shall be

refundable to Buyer, minus reimbursement to Seller of any costs incurred by Seller, including costs incurred in the creation and recording of the Easement and costs incurred in the Pocatello property line adjustment process. Seller shall deliver to the Escrow Holder on or before _____, the Quitclaim Deed conveying all of Seller's right, title and interest in Property to Buyer, together with instructions to deliver and record the Deed when Buyer deposits the remaining balance of the Purchase Price (\$_____) ("**Balance**") with the Escrow Holder. Prior to closing, Buyer shall notify Seller and Escrow Holder, in writing that Buyer is satisfied with the conditions of closing as set forth in Section 5 of this Agreement. Upon such notification that all of the conditions of closing as set forth in Section 5 have been met, Buyer shall deposit Balance with the Escrow Holder with instructions to disburse Balance to Seller upon recordation of the Deed. Closing shall be completed when the Quitclaim Deed to Buyer is recorded which shall be as soon as practicable after deposit of the Balance with the Escrow Holder. Possession passes to Buyer on closing.

(b) Termination of this Agreement for reasons other than Default as described in Section 14 of this Agreement shall occur upon (i) the mutual written consent of the Buyer and Seller, (ii) upon written notification by the Buyer to the Seller (which notice shall be given prior to _____) that the terms and conditions of Section 5 of this Agreement have not been met to the satisfaction of the Buyer, or (iii) the Buyer has not submitted written notification of its satisfaction with the terms and conditions of Section 5 of this Agreement on or before _____ (or at such other date as Buyer and Seller mutually agree), and/or Buyer has not deposited Balance with the Escrow Holder on or

before _____ (or at such other date as Buyer and Seller mutually agree). In the instance of the Buyer failing to provide timely written notice to the Seller of Buyer's satisfaction or dissatisfaction with the terms and conditions of Section 5 of this Agreement, or Buyer fails to deposit Balance with the Escrow Holder by _____ (or at such other date as Buyer and Seller mutually agree), Seller shall retain the earnest money provided in Section 6 of this Agreement and this Agreement shall be terminated. The date on which this occurs is the Termination Date. In the event the earnest money is retained by Seller pursuant to this paragraph, such remittance shall be deemed liquidated damages.

8. Costs.

Buyer shall pay all costs not specifically assigned to Seller in this Agreement, including the cost of recording the Deed and all escrow fees.

9. Commissions.

Each party represents and warrants that it has not dealt with or contracted with any broker, agent or finder to act in their behalf in connection with this transaction. Buyer agrees, subject to the laws of the State of Idaho, to indemnify, defend and hold harmless Seller from all Claims arising from any misrepresentation pursuant to this Section.

10. Seller's Representations and Warranties.

(a) Seller represents to Buyer that completion of this transaction is dependent upon approval of the Idaho Board of Education.

(b) If the Board of Education approves the transaction, Seller represents and warrants that Seller has authority to enter into this Agreement.

(c) If the Board of Education approves the transaction, Seller represents and warrants that execution, delivery and performance of this Agreement and Deed have been duly authorized and approved by all actions necessary by Seller, on the part of Seller, and that this Agreement and Deed constitute valid and binding agreements of Seller in accordance with their terms.

11. Condemnation.

Should any entity having the power of condemnation bring an action or otherwise indicate an intent prior to the time of closing to acquire all or any portion of, or any interest in, the Property, Buyer, at Buyer's sole option, may elect to terminate Buyer's obligation to purchase the Property by giving written notice to Seller at any time prior to the time of closing. Seller agrees to provide Buyer, within ten (10) days after Seller's receipt of same but in no event later than the time of closing, written notice of any actual or threatened condemnation proceeding.

12. Successors.

This Agreement shall be binding on the heirs, successors, assigns and personal representatives of the parties hereto.

13. Attorneys' Fees.

In the event either party initiates or defends any legal action or proceeding in any way connected with this Agreement, the prevailing party in any such action or proceeding (in addition to any other relief which may be granted, whether legal or

equitable), shall be entitled to recover from the losing party in any such action its reasonable costs and attorneys' fees (including, without limitation, its reasonable costs and attorneys' fees on any appeal). All such costs and attorneys' fees shall be deemed to have accrued on commencement of any legal action or proceeding and shall be enforceable whether or not such legal action or proceeding is prosecuted to judgment.

14. Default.

(a) Neither party shall be deemed to be in default of this Agreement except upon the expiration of thirty (30) days from receipt of written notice from the other party specifying the particulars in which such party has failed to perform its obligations (or breached any of its representations or warranties) under this Agreement unless such party, prior to expiration of said thirty (30) day period, has rectified the particulars specified in said notice of default.

(b) In the event of a default, the nondefaulting party may:

(i) Terminate this Agreement upon written notice to the defaulting party, and recover from the defaulting party all damages incurred by the nondefaulting party;

(ii) Seek specific performance of this Agreement, and, in addition, recover all damages incurred by the nondefaulting party. The parties declare it to be their intent that this Agreement may be specifically enforced;

(iii) Perform or pay any obligation or encumbrance necessary to cure the default and offset the cost thereof from monies otherwise due the defaulting party or recover said monies from the defaulting party; and

(iv) Pursue all other remedies available at law, it being the intent of the parties that remedies be cumulative and liberally enforced so as to adequately and completely compensate the nondefaulting party.

15. Notices.

(a) All notices given pursuant to this Agreement shall be in writing and shall be given by personal service, by United States mail or by United States express mail or other established express delivery service (such as Federal Express), postage or delivery charge prepaid, return receipt requested, addressed to the appropriate party at the address set forth below:

Seller:

Buyer:

The person and address to which notices are to be given may be changed at any time by any party upon written notice to the other party. All notices given pursuant to this Agreement shall be deemed given upon receipt.

(b) For the purpose of this Agreement, the term “**receipt**” shall mean the earlier of any of the following: (i) the date of delivery of the notice or other document to the address specified pursuant to subparagraph (a) above as shown on the return receipt, (ii) the date of actual receipt of the notice or other document by the person or entity specified pursuant to subparagraph (a) above, or (iii) in the case of refusal to accept delivery or inability to deliver the notice or other document, the earlier of (A) the date of the attempted delivery or refusal to accept delivery, (B) the date of the postmark

on the return receipt, or (C) the date of receipt of notice of refusal or notice of nondelivery by the sending party.

16. Captions and Headings.

The captions and headings in this Agreement are for reference only and shall not be deemed to define or limit the scope or intent of any of the terms, covenants, conditions or agreements contained herein.

17. Entire Agreement.

This Agreement contains the entire agreement between the parties hereto and supersedes all prior agreements, oral or written, with respect to the subject matter hereof. The provisions of this Agreement shall be construed as a whole and not strictly for or against any party.

18. Construction.

In construing the provisions of this Agreement and whenever the context so requires, the use of a gender shall include all other genders, the use of the singular shall include the plural, and the use of the plural shall include the singular.

19. Joint and Several Obligations.

In the event any party hereto is composed of more than one person, the obligations of said party shall be joint and several.

20. Counterparts.

This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which shall constitute a single instrument, and shall be

effective upon execution of one or more of such counterparts by each of the parties hereto.

21. Time Period Computation.

All time periods in this Agreement shall be deemed to refer to calendar days unless the time period specifically references business days; provided that if the last date on which to perform any act or give any notice under this Agreement shall fall on a Saturday, Sunday or local, state or national holiday, such act or notice shall be deemed timely if performed or given on the next succeeding business day.

22. Survival.

All of the representations and warranties set forth in this Agreement shall constitute continuing representations and warranties, shall be deemed to be true and correct as of the date of closing of Buyer's purchase of the Property from Seller, and shall (along with all indemnification, defense and hold harmless obligations related thereto) survive the closing of Buyer's purchase of the Property from Seller.

23. No Third Party Beneficiary Rights.

This Contract is not intended to create, nor shall it in any way be interpreted or construed to create, any third party beneficiary rights in any person not a party hereto unless otherwise expressly provided herein.

EXECUTED as of the date first above written.

BUYER:

SELLER:

Idaho Board of Education

De Jones

Brian Sagendorf
Idaho State University

DRAFT

List of Exhibits

Exhibit A – Map depicting Property

Exhibit B – Legal Description of Property

Exhibit C – Quitclaim Deed

DRAFT

| FROM: Appraisal Express P.O. Box 4468 Pocatello, ID 83205 Telephone Number: 208-390-2147 Fax Number: | | INVOICE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------------------------------------|---|--------------------|----------------|----------|---------|----------|---------------------|-----|---------------|------------|-------------------|-----------------|-----------|--|-------------------|-----------|----------------|--|----------------|---------|----------------|--------------------|----------------------|--------------------------------------|-----------------------|--|-----------------|------------|--------------|--|
| TO: De Jones E-Mail: Telephone Number: Fax Number: Alternate Number: | | <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th align="left" colspan="2">INVOICE NUMBER</th> </tr> <tr> <td></td> <td align="center">1124618</td> </tr> <tr> <th align="left" colspan="2">DATES</th> </tr> <tr> <td>Invoice Date:</td> <td align="center">11/22/2024</td> </tr> <tr> <td>Due Date:</td> <td align="center">ASAP</td> </tr> <tr> <th align="left" colspan="2">REFERENCE</th> </tr> <tr> <td>Internal Order #:</td> <td align="center">1124618</td> </tr> <tr> <td>Lender Case #:</td> <td></td> </tr> <tr> <td>Client File #:</td> <td></td> </tr> <tr> <td>FHA/VA Case #:</td> <td></td> </tr> <tr> <td>Main File # on form:</td> <td align="center">1124618</td> </tr> <tr> <td>Other File # on form:</td> <td></td> </tr> <tr> <td>Federal Tax ID:</td> <td align="center">20-3666504</td> </tr> <tr> <td>Employer ID:</td> <td></td> </tr> </table> | | INVOICE NUMBER | | | 1124618 | DATES | | Invoice Date: | 11/22/2024 | Due Date: | ASAP | REFERENCE | | Internal Order #: | 1124618 | Lender Case #: | | Client File #: | | FHA/VA Case #: | | Main File # on form: | 1124618 | Other File # on form: | | Federal Tax ID: | 20-3666504 | Employer ID: | |
| INVOICE NUMBER | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1124618 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DATES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Invoice Date: | 11/22/2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Due Date: | ASAP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| REFERENCE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Internal Order #: | 1124618 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Main File # on form: | 1124618 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other File # on form: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Federal Tax ID: | 20-3666504 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Employer ID: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| DESCRIPTION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table style="width:100%;"> <tr> <td style="width:30%;">Lender:</td> <td>De Jones</td> <td style="width:30%;">Client:</td> <td>De Jones</td> </tr> <tr> <td>Purchaser/Borrower:</td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>Property Address:</td> <td>TBD American Rd</td> <td></td> <td></td> </tr> <tr> <td>City:</td> <td>Pocatello</td> <td></td> <td></td> </tr> <tr> <td>County:</td> <td>Bannock</td> <td>State:</td> <td>ID Zip: 83201</td> </tr> <tr> <td>Legal Description:</td> <td colspan="3">Not provided, see attached plat map.</td> </tr> </table> | | | | Lender: | De Jones | Client: | De Jones | Purchaser/Borrower: | N/A | | | Property Address: | TBD American Rd | | | City: | Pocatello | | | County: | Bannock | State: | ID Zip: 83201 | Legal Description: | Not provided, see attached plat map. | | | | | | |
| Lender: | De Jones | Client: | De Jones | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Purchaser/Borrower: | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Property Address: | TBD American Rd | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| City: | Pocatello | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| County: | Bannock | State: | ID Zip: 83201 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Legal Description: | Not provided, see attached plat map. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FEES | | | AMOUNT | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Land appraisal | | | 450.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SUBTOTAL | | | 450.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PAYMENTS | | | AMOUNT | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Check #: | Date: | Description: Paid in Full | 450.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Check #: | Date: | Description: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Check #: | Date: | Description: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SUBTOTAL | | | 450.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL DUE | | | \$ 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

APPRAISAL OF REAL PROPERTY

LOCATED AT:

TBD American Rd
Not provided, see attached plat map.
Pocatello, ID 83201

FOR:

De Jones

AS OF:

11/29/2024

BY:

Trevor Shuman

Appraisal Express
P.O. Box 4468
Pocatello, ID 83205

De Jones
2133 E Center St, Pocatello, ID 83201

Re: Property: TBD American Rd
Pocatello, ID 83201
Borrower: N/A
File No.: 1124618

In accordance with your request, we have appraised the above referenced property. The report of that appraisal is attached.

The purpose of this appraisal is to estimate the market value of the property described in this appraisal report, as improved, in unencumbered fee simple title of ownership.

This report is based on a physical analysis of the site and improvements, a locational analysis of the neighborhood and city, and an economic analysis of the market for properties such as the subject. The appraisal was developed and the report was prepared in accordance with the Uniform Standards of Professional Appraisal Practice.

The value conclusions reported are as of the effective date stated in the body of the report and contingent upon the certification and limiting conditions attached.

It has been a pleasure to assist you. Please do not hesitate to contact me or any of my staff if we can be of additional service to you.

Sincerely,



Trevor Shuman

LAND APPRAISAL REPORT

File No.: 1124618

| SUBJECT | Property Address: TBD American Rd | | City: Pocatello | | State: ID Zip Code: 83201 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | County: Bannock | | Legal Description: Not provided, see attached plat map. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ASSIGNMENT | Assessor's Parcel #: TBD | | Tax Year: 2023 | | R.E. Taxes: \$ TBD Special Assessments: \$ 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Market Area Name: East foothills | | Map Reference: 38540 | | Census Tract: 0006.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Current Owner of Record: STATE BOARD OF EDUCATION | | Borrower (if applicable): N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Project Type (if applicable): <input type="checkbox"/> PUD <input type="checkbox"/> De Minimis PUD <input type="checkbox"/> Other (describe) HOA: \$ <input type="checkbox"/> per year <input type="checkbox"/> per month | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Are there any existing improvements to the property? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes If Yes, indicate current occupancy: <input type="checkbox"/> Owner <input type="checkbox"/> Tenant <input checked="" type="checkbox"/> Vacant <input type="checkbox"/> Not habitable | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MARKET AREA DESCRIPTION | If Yes, give a brief description: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | The purpose of this appraisal is to develop an opinion of: <input checked="" type="checkbox"/> Market Value (as defined), or <input type="checkbox"/> other type of value (describe) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | This report reflects the following value (if not Current, see comments): <input checked="" type="checkbox"/> Current (the Inspection Date is the Effective Date) <input type="checkbox"/> Retrospective <input type="checkbox"/> Prospective | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Property Rights Appraised: <input checked="" type="checkbox"/> Fee Simple <input type="checkbox"/> Leasehold <input type="checkbox"/> Leased Fee <input type="checkbox"/> Other (describe) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Intended Use: Market Value "As-Is" Land Only. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MARKET AREA DESCRIPTION | Intended User(s) (by name or type): De Jones and State board of Education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Client: De Jones | | Address: N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Appraiser: Trevor Shuman | | Address: P.O. Box 4468, Pocatello, ID 83205 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th colspan="4">Characteristics</th> <th>Predominant Occupancy</th> <th>One-Unit Housing</th> <th>Present Land Use</th> <th>Change in Land Use</th> </tr> <tr> <td>Location:</td> <td><input type="checkbox"/> Urban</td> <td><input checked="" type="checkbox"/> Suburban</td> <td><input type="checkbox"/> Rural</td> <td><input checked="" type="checkbox"/> Owner</td> <td>PRICE \$ (000)</td> <td>AGE (yrs)</td> <td>One-Unit 10%</td> <td><input type="checkbox"/> Not Likely</td> </tr> <tr> <td>Built up:</td> <td><input type="checkbox"/> Over 75%</td> <td><input checked="" type="checkbox"/> 25-75%</td> <td><input type="checkbox"/> Under 25%</td> <td><input type="checkbox"/> Tenant</td> <td>50</td> <td>Low 0</td> <td>2-4 Unit 5%</td> <td><input checked="" type="checkbox"/> Likely *</td> </tr> <tr> <td>Growth rate:</td> <td><input type="checkbox"/> Rapid</td> <td><input checked="" type="checkbox"/> Stable</td> <td><input type="checkbox"/> Slow</td> <td><input checked="" type="checkbox"/> Vacant (0-5%)</td> <td>1,000</td> <td>High 150</td> <td>Multi-Unit 2%</td> <td>* To: Future Residential;</td> </tr> <tr> <td>Property values:</td> <td><input type="checkbox"/> Increasing</td> <td><input checked="" type="checkbox"/> Stable</td> <td><input type="checkbox"/> Declining</td> <td><input type="checkbox"/> Vacant (>5%)</td> <td>450</td> <td>Pred 50</td> <td>Comm'l 5%</td> <td>however the time frame</td> </tr> <tr> <td>Demand/supply:</td> <td><input type="checkbox"/> Shortage</td> <td><input checked="" type="checkbox"/> In Balance</td> <td><input type="checkbox"/> Over Supply</td> <td></td> <td></td> <td></td> <td>Other 78%</td> <td>for this change is</td> </tr> <tr> <td>Marketing time:</td> <td><input type="checkbox"/> Under 3 Mos.</td> <td><input checked="" type="checkbox"/> 3-6 Mos.</td> <td><input type="checkbox"/> Over 6 Mos.</td> <td></td> <td></td> <td></td> <td></td> <td>unknown</td> </tr> </table> | | | | | | Characteristics | | | | Predominant Occupancy | One-Unit Housing | Present Land Use | Change in Land Use | Location: | <input type="checkbox"/> Urban | <input checked="" type="checkbox"/> Suburban | <input type="checkbox"/> Rural | <input checked="" type="checkbox"/> Owner | PRICE \$ (000) | AGE (yrs) | One-Unit 10% | <input type="checkbox"/> Not Likely | Built up: | <input type="checkbox"/> Over 75% | <input checked="" type="checkbox"/> 25-75% | <input type="checkbox"/> Under 25% | <input type="checkbox"/> Tenant | 50 | Low 0 | 2-4 Unit 5% | <input checked="" type="checkbox"/> Likely * | Growth rate: | <input type="checkbox"/> Rapid | <input checked="" type="checkbox"/> Stable | <input type="checkbox"/> Slow | <input checked="" type="checkbox"/> Vacant (0-5%) | 1,000 | High 150 | Multi-Unit 2% | * To: Future Residential; | Property values: | <input type="checkbox"/> Increasing | <input checked="" type="checkbox"/> Stable | <input type="checkbox"/> Declining | <input type="checkbox"/> Vacant (>5%) | 450 | Pred 50 | Comm'l 5% | however the time frame | Demand/supply: | <input type="checkbox"/> Shortage | <input checked="" type="checkbox"/> In Balance | <input type="checkbox"/> Over Supply | | | | Other 78% | for this change is | Marketing time: | <input type="checkbox"/> Under 3 Mos. | <input checked="" type="checkbox"/> 3-6 Mos. | <input type="checkbox"/> Over 6 Mos. | | | | | unknown | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Characteristics | | | | Predominant Occupancy | One-Unit Housing | Present Land Use | Change in Land Use | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Location: | <input type="checkbox"/> Urban | <input checked="" type="checkbox"/> Suburban | <input type="checkbox"/> Rural | <input checked="" type="checkbox"/> Owner | PRICE \$ (000) | AGE (yrs) | One-Unit 10% | <input type="checkbox"/> Not Likely | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Growth rate: | <input type="checkbox"/> Rapid | <input checked="" type="checkbox"/> Stable | <input type="checkbox"/> Slow | <input checked="" type="checkbox"/> Vacant (0-5%) | 1,000 | High 150 | Multi-Unit 2% | * To: Future Residential; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Demand/supply: | <input type="checkbox"/> Shortage | <input checked="" type="checkbox"/> In Balance | <input type="checkbox"/> Over Supply | | | | Other 78% | for this change is | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Marketing time: | <input type="checkbox"/> Under 3 Mos. | <input checked="" type="checkbox"/> 3-6 Mos. | <input type="checkbox"/> Over 6 Mos. | | | | | unknown | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th colspan="10">Factors Affecting Marketability</th> </tr> <tr> <th>Item</th> <th>Good</th> <th>Average</th> <th>Fair</th> <th>Poor</th> <th>N/A</th> <th>Item</th> <th>Good</th> <th>Average</th> <th>Fair</th> <th>Poor</th> <th>N/A</th> </tr> <tr> <td>Employment Stability</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Adequacy of Utilities</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Convenience to Employment</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Property Compatibility</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Convenience to Shopping</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Protection from Detrimental Conditions</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Convenience to Schools</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Police and Fire Protection</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Adequacy of Public Transportation</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td>General Appearance of Properties</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Recreational Facilities</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Appeal to Market</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> | | | | | | Factors Affecting Marketability | | | | | | | | | | Item | Good | Average | Fair | Poor | N/A | Item | Good | Average | Fair | Poor | N/A | Employment Stability | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Adequacy of Utilities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Convenience to Employment | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Property Compatibility | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Convenience to Shopping | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Protection from Detrimental Conditions | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Convenience to Schools | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Police and Fire Protection | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Adequacy of Public Transportation | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | General Appearance of Properties | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Recreational Facilities | <input 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| Factors Affecting Marketability | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Item | Good | Average | Fair | Poor | N/A | Item | Good | Average | Fair | Poor | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Employment Stability | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Adequacy of Utilities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Convenience to Employment | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Property Compatibility | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Convenience to Shopping | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Protection from Detrimental Conditions | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Convenience to Schools | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Police and Fire Protection | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adequacy of Public Transportation | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | General Appearance of Properties | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Recreational Facilities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Appeal to Market | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Market Area Comments: The subject is located in the city of Pocatello in Bannock County. Fort Hall is north, Scout Mountain is south, American falls reservoir is west and Inkorn is east of the subject property. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SITE DESCRIPTION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Dimensions: See attached Site Area: 2.77 ac Acres</p> <p>Zoning Classification: U to Residential Description: University to residential estate. See attached</p> <p>definition and explanation.</p> <p>Do present improvements comply with existing zoning requirements? <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> No Improvements</p> <p>Uses allowed under current zoning: Based on the current zoning classification and definition an assumption is made that Residential use is permitted and the highest and best use as it is adjacent to Residential Estate zone and appears to be the Highest and best use for the subject property.</p> <p>Are CC&Rs applicable? <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Unknown Have the documents been reviewed? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Ground Rent (if applicable) \$ /</p> <p>Comments: N/A</p> <p>Highest & Best Use as improved: <input type="checkbox"/> Present use, or <input checked="" type="checkbox"/> Other use (explain) Single family residence</p> <p>Actual Use as of Effective Date: Vacant Use as appraised in this report: Vacant</p> <p>Summary of Highest & Best Use: See attached addenda.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th>Utilities</th> <th>Public</th> <th>Other</th> <th>Provider/Description</th> <th>Off-site Improvements</th> <th>Type</th> <th>Public</th> <th>Private</th> <th>Frontage</th> <th>Adequate</th> </tr> <tr> <td>Electricity</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>None</td> <td>Street</td> <td>Asphalt</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Topography</td> <td>Sloping/Typical</td> </tr> <tr> <td>Gas</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>None</td> <td>Width</td> <td>Typical</td> <td></td> <td></td> <td>Size</td> <td>Typical</td> </tr> <tr> <td>Water</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>None</td> <td>Surface</td> <td>Asphalt</td> <td></td> <td></td> <td>Shape</td> <td>Triangular</td> </tr> <tr> <td>Sanitary Sewer</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>None</td> <td>Curb/Gutter</td> <td>None</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Drainage</td> <td>Appears Adequate</td> </tr> <tr> <td>Storm Sewer</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>None</td> <td>Sidewalk</td> <td>None</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>View</td> <td>Res/Mtn</td> </tr> <tr> <td>Telephone</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>None</td> <td>Street Lights</td> <td>None</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>Multimedia</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>None</td> <td>Alley</td> <td>None</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> </tr> </table> | | | | | | Utilities | Public | Other | Provider/Description | Off-site Improvements | Type | Public | Private | Frontage | Adequate | Electricity | <input type="checkbox"/> | <input type="checkbox"/> | None | Street | Asphalt | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Topography | Sloping/Typical | Gas | <input type="checkbox"/> | <input type="checkbox"/> | None | Width | Typical | | | Size | Typical | Water | <input type="checkbox"/> | <input type="checkbox"/> | None | Surface | Asphalt | | | Shape | Triangular | Sanitary Sewer | <input type="checkbox"/> | <input type="checkbox"/> | None | Curb/Gutter | None | <input type="checkbox"/> | <input type="checkbox"/> | Drainage | Appears Adequate | Storm Sewer | <input type="checkbox"/> | <input type="checkbox"/> | None | Sidewalk | None | <input type="checkbox"/> | <input type="checkbox"/> | View | Res/Mtn | Telephone | <input type="checkbox"/> | <input type="checkbox"/> | None | Street Lights | None | <input type="checkbox"/> | <input type="checkbox"/> | | | Multimedia | <input type="checkbox"/> | <input type="checkbox"/> | None | Alley | None | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | |
| Utilities | Public | Other | Provider/Description | Off-site Improvements | Type | Public | Private | Frontage | Adequate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Electricity | <input type="checkbox"/> | <input type="checkbox"/> | None | Street | Asphalt | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Topography | Sloping/Typical | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gas | <input type="checkbox"/> | <input type="checkbox"/> | None | Width | Typical | | | Size | Typical | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Water | <input type="checkbox"/> | <input type="checkbox"/> | None | Surface | Asphalt | | | Shape | Triangular | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sanitary Sewer | <input type="checkbox"/> | <input type="checkbox"/> | None | Curb/Gutter | None | <input type="checkbox"/> | <input type="checkbox"/> | Drainage | Appears Adequate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Storm Sewer | <input type="checkbox"/> | <input type="checkbox"/> | None | Sidewalk | None | <input type="checkbox"/> | <input type="checkbox"/> | View | Res/Mtn | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Telephone | <input type="checkbox"/> | <input type="checkbox"/> | None | Street Lights | None | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Multimedia | <input type="checkbox"/> | <input type="checkbox"/> | None | Alley | None | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other site elements: <input checked="" type="checkbox"/> Inside Lot <input type="checkbox"/> Corner Lot <input type="checkbox"/> Cul de Sac <input type="checkbox"/> Underground Utilities <input type="checkbox"/> Other (describe) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FEMA Spec'l Flood Hazard Area <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No FEMA Flood Zone X FEMA Map # 16005C0356E FEMA Map Date 07/22/2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Site Comments: No adverse site conditions or encroachments have been noted. Flood information is per Interflood flood mapping service, and is not to be relied upon for flood insurance determination. The client should rely upon their flood certification source for final determination. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

File No.: 1124618

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Assumptions and Limiting Conditions

File # 1124618

This appraisal report is subject to the following scope of work, intended use, intended user, definition of market value, statement of assumptions and limiting conditions, and certifications. The appraiser may expand the scope of work to include any additional research or analysis necessary based on the complexity of this appraisal assignment.

SCOPE OF WORK: The scope of work for this appraisal is defined by the complexity of this appraisal assignment and the reporting requirements of this appraisal assignment, including the following definition of market value, statement of assumptions and limiting conditions, and certifications. The appraiser must, at a minimum: (1) perform a complete visual inspection of the subject property, (2) inspect the neighborhood, (3) inspect each of the comparable sales from at least the street, (4) research, verify, and analyze data from reliable public and/or private sources, and (5) report his or her analysis, opinions, and conclusions in this appraisal report.

INTENDED USE: The intended use of this appraisal report is for the lender/client to evaluate the property that is the subject of this appraisal for a mortgage finance transaction.

INTENDED USER: The intended user of this appraisal report is the lender/client.

DEFINITION OF MARKET VALUE: The most probable price which a property should bring in a competitive and open market under all conditions requisite to a fair sale, the buyer and seller, each acting prudently, knowledgeably and assuming the price is not affected by undue stimulus. Implicit in this definition is the consummation of a sale as of a specified date and the passing of title from seller to buyer under conditions whereby: (1) buyer and seller are typically motivated; (2) both parties are well informed or well advised, and each acting in what he or she considers his or her own best interest; (3) a reasonable time is allowed for exposure in the open market; (4) payment is made in terms of cash in U. S. dollars or in terms of financial arrangements comparable thereto; and (5) the price represents the normal consideration for the property sold unaffected by special or creative financing or sales concessions* granted by anyone associated with the sale.

*Adjustments to the comparables must be made for special or creative financing or sales concessions. No adjustments are necessary for those costs which are normally paid by sellers as a result of tradition or law in a market area; these costs are readily identifiable since the seller pays these costs in virtually all sales transactions. Special or creative financing adjustments can be made to the comparable property by comparisons to financing terms offered by a third party institutional lender that is not already involved in the property or transaction. Any adjustment should not be calculated on a mechanical dollar for dollar cost of the financing or concession but the dollar amount of any adjustment should approximate the market's reaction to the financing or concessions based on the appraiser's judgment.

STATEMENT OF ASSUMPTIONS AND LIMITING CONDITIONS: The appraiser's certification in this report is subject to the following assumptions and limiting conditions:

1. The appraiser will not be responsible for matters of a legal nature that affect either the property being appraised or the title to it, except for information that he or she became aware of during the research involved in performing this appraisal. The appraiser assumes that the title is good and marketable and will not render any opinions about the title.
2. The appraiser has examined the available flood maps that are provided by the Federal Emergency Management Agency (or other data sources) and has noted in this appraisal report whether any portion of the subject site is located in an identified Special Flood Hazard Area. Because the appraiser is not a surveyor, he or she makes no guarantees, express or implied, regarding this determination.
3. The appraiser will not give testimony or appear in court because he or she made an appraisal of the property in question, unless specific arrangements to do so have been made beforehand, or as otherwise required by law.
4. The appraiser has noted in this appraisal report any adverse conditions (such as the presence of hazardous wastes, toxic substances, etc.) observed during the inspection of the subject property or that he or she became aware of during the research involved in performing this appraisal. Unless otherwise stated in this appraisal report, the appraiser has no knowledge of any hidden or unapparent deficiencies or adverse conditions of the property (such as, but not limited to, the presence of hazardous wastes, toxic substances, adverse environmental conditions, etc.) that would make the property less valuable, and has assumed that there are no such conditions and makes no guarantees or warranties, express or implied. The appraiser will not be responsible for any such conditions that do exist or for any engineering or testing that might be required to discover whether such conditions exist. Because the appraiser is not an expert in the field of environmental hazards, this appraisal report must not be considered as an environmental assessment of the property.
5. If the appraiser has based his or her appraisal report and valuation conclusion for an appraisal subject to certain conditions, it is assumed that the conditions will be met in a satisfactory manner.

Certifications

File # 1124618

APPRAISER'S CERTIFICATION: The Appraiser certifies and agrees that:

1. I have, at a minimum, developed and reported this appraisal in accordance with the scope of work requirements stated in this appraisal report.
2. I performed a complete visual inspection of the subject property. I reported the site characteristics in factual, specific terms.
3. I performed this appraisal in accordance with the requirements of the Uniform Standards of Professional Appraisal Practice that were adopted and promulgated by the Appraisal Standards Board of The Appraisal Foundation and that were in place at the time this appraisal report was prepared.
4. I developed my opinion of the market value of the real property that is the subject of this report based on the sales comparison approach to value. I have adequate comparable market data to develop a reliable sales comparison approach for this appraisal assignment.
5. I researched, verified, analyzed, and reported on any current agreement for sale for the subject property, any offering for sale of the subject property in the twelve months prior to the effective date of this appraisal, and the prior sales of the subject property for a minimum of three years prior to the effective date of this appraisal, unless otherwise indicated in this report.
6. I researched, verified, analyzed, and reported on the prior sales of the comparable sales for a minimum of one year prior to the date of sale of the comparable sale, unless otherwise indicated in this report.
7. I selected and used comparable sales that are locationally, physically, and functionally the most similar to the subject property.
8. I have reported adjustments to the comparable sales that reflect the market's reaction to the differences between the subject property and the comparable sales.
9. I verified, from a disinterested source, all information in this report that was provided by parties who have a financial interest in the sale or financing of the subject property.
10. I have knowledge and experience in appraising this type of property in this market area.
11. I am aware of, and have access to, the necessary and appropriate public and private data sources, such as multiple listing services, tax assessment records, public land records and other such data sources for the area in which the property is located.
12. I obtained the information, estimates, and opinions furnished by other parties and expressed in this appraisal report from reliable sources that I believe to be true and correct.
13. I have taken into consideration the factors that have an impact on value with respect to the subject neighborhood, subject property, and the proximity of the subject property to adverse influences in the development of my opinion of market value. I have noted in this appraisal report any adverse conditions (such as, but not limited to, the presence of hazardous wastes, toxic substances, adverse environmental conditions, etc.) observed during the inspection of the subject property or that I became aware of during the research involved in performing this appraisal. I have considered these adverse conditions in my analysis of the property value, and have reported on the effect of the conditions on the value and marketability of the subject property.
14. I have not knowingly withheld any significant information from this appraisal report and, to the best of my knowledge, all statements and information in this appraisal report are true and correct.
15. I stated in this appraisal report my own personal, unbiased, and professional analysis, opinions, and conclusions, which are subject only to the assumptions and limiting conditions in this appraisal report.
16. I have no present or prospective interest in the property that is the subject of this report, and I have no present or prospective personal interest or bias with respect to the participants in the transaction. I did not base, either partially or completely, my analysis and/or opinion of market value in this appraisal report on the race, color, religion, sex, age, marital status, handicap, familial status, or national origin of either the prospective owners or occupants of the subject property or of the present owners or occupants of the properties in the vicinity of the subject property or on any other basis prohibited by law.
17. My employment and/or compensation for performing this appraisal or any future or anticipated appraisals was not conditioned on any agreement or understanding, written or otherwise, that I would report (or present analysis supporting) a predetermined specific value, a predetermined minimum value, a range or direction in value, a value that favors the cause of any party, or the attainment of a specific result or occurrence of a specific subsequent event (such as approval of a pending mortgage loan application).
18. I personally prepared all conclusions and opinions about the real estate that were set forth in this appraisal report. If I relied on significant real property appraisal assistance from any individual or individuals in the performance of this appraisal or the preparation of this appraisal report, I have named such individual(s) and disclosed the specific tasks performed in this appraisal report. I certify that any individual so named is qualified to perform the tasks. I have not authorized anyone to make a change to any item in this appraisal report; therefore, any change made to this appraisal is unauthorized and I will take no responsibility for it.
19. I identified the lender/client in this appraisal report who is the individual, organization, or agent for the organization that ordered and will receive this appraisal report.
20. The lender/client may disclose or distribute this appraisal report to: the borrower; another lender at the request of the borrower; the mortgagee or its successors and assigns; mortgage insurers; government sponsored enterprises; other secondary market participants; data collection or reporting services; professional appraisal organizations; any department agency, or instrumentality of the United States; and any state, the District of Columbia, or other jurisdictions; without having to obtain the appraiser's or supervisory appraiser's (if applicable) consent. Such consent must be obtained before this appraisal report may be disclosed or distributed to any other party (including, but not limited to, the public through advertising, public relations, news, sales, or other media).

Certifications

File # 1124618

21. I am aware that any disclosure or distribution of this appraisal report by me or the lender/client may be subject to certain laws and regulations. Further, I am also subject to the provisions of the Uniform Standards of Professional Appraisal Practice that pertain to disclosure or distribution by me.

22. If this appraisal report was transmitted as an "electronic record" containing my "electronic signature", as those terms are defined in applicable federal and/or state laws (excluding audio and video recordings), or a facsimile transmission of this appraisal report containing a copy or representation of my signature, the appraisal report shall be as effective, enforceable and valid as if a paper version of this appraisal report were delivered containing my original hand written signature.

23. Unless otherwise indicated, I have performed no services, as an appraiser or in any other capacity, regarding the property that is the subject of this report within the three-year period immediately preceding acceptance of this assignment.

SUPERVISORY APPRAISER'S CERTIFICATION: The Supervisory Appraiser certifies and agrees that:

1. I directly supervised the appraiser for this appraisal assignment, have read the appraisal report, and agree with the appraiser's analysis, opinions, statements, conclusions, and the appraiser's certification.

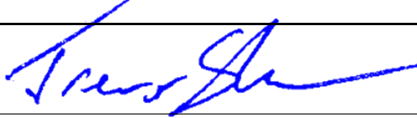
2. I accept full responsibility for the contents of this appraisal report including, but not limited to, the appraiser's analysis, opinions, statements, conclusions, and the appraiser's certification.

3. The appraiser identified in this appraisal report is either a sub-contractor or an employee of the supervisory appraiser (or the appraisal firm), is qualified to perform this appraisal, and is acceptable to perform this appraisal under the applicable state law.

4. This appraisal report complies with the Uniform Standards of Professional Appraisal Practice that were adopted and promulgated by the Appraisal Standards Board of The Appraisal Foundation and that were in place at the time this appraisal report was prepared.

5. If this appraisal report was transmitted as an "electronic record" containing my "electronic signature", as those terms are defined in applicable federal and/or state laws (excluding audio and video recordings), or a facsimile transmission of this appraisal report containing a copy or representation of my signature, the appraisal report shall be as effective, enforceable and valid as if a paper version of this appraisal report were delivered containing my original hand written signature.

APPRAISER

Signature 
Name Trevor Shuman
Company Name Appraisal Express
Company Address P.O. Box 4468
Pocatello, ID 83205
Telephone Number 208-390-2147
Email Address trevorshuman@msn.com
Date of Signature and Report 12/04/2024
Effective Date of Appraisal 11/29/2024
State Certification # CRA-1553
or State License # _____
or Other (describe) _____ State # _____
State ID
Expiration Date of Certification or License 01/05/2026

ADDRESS OF PROPERTY APPRAISED

TBD American Rd
Pocatello, ID 83201
APPRAISED VALUE OF SUBJECT PROPERTY \$ 130,000

LENDER/CLIENT

Name _____
Company Name De Jones
Company Address N/A
Email Address delamoynejones@gmail.com

SUPERVISORY APPRAISER (ONLY IF REQUIRED)

Signature _____
Name _____
Company Name _____
Company Address _____
Telephone Number _____
Email Address _____
Date of Signature _____
State Certification # _____
or State License # _____
State _____
Expiration Date of Certification or License _____

SUBJECT PROPERTY

☐ Did not inspect subject property
☐ Did inspect exterior of subject property from street
Date of Inspection _____
☐ Did inspect interior and exterior of subject property
Date of Inspection _____

COMPARABLE SALES

☐ Did not inspect exterior of comparable sales from street
☐ Did inspect exterior of comparable sales from street
Date of Inspection _____

Supplemental Addendum

File No. 1124618

| | | | | | | | |
|------------------|-----------------|--------|---------|-------|----|----------|-------|
| Borrower | N/A | | | | | | |
| Property Address | TBD American Rd | | | | | | |
| City | Pocatello | County | Bannock | State | ID | Zip Code | 83201 |
| Lender/Client | De Jones | | | | | | |

17.03.430: UNIVERSITY DISTRICT (U):

A. Zoning Map Designation: The University District is defined as those lands depicted as such on the zoning map, encompassing properties either owned by or under the control of Idaho State University and/or comprising the university's campus at the time this title was adopted.

B. Development Plan: Land use on the campus of Idaho State University is governed by state law and the university's development plan. All development is approved, permitted, and regulated by state authority and is to be in accordance with the overall campus development plan, which shall be submitted for city review and comment upon initial creation and/or amendment.

C. Development Review: All development proposals shall be reviewed by the city's site plan review committee. Comments and recommendations shall be forwarded to university officials for consideration. If, in the determination of the city, the proposal is deemed detrimental to the public's health, safety, and welfare, or if the development and its implementation will have adverse impacts on existing or planned public facilities of the city, then the city may refuse to provide city services to said facilities and/or pursue any other remedy provided by law.

D. Changes To Zoning Map Designations: If Idaho State University relinquishes ownership of property to another owner then the special base zoning district designation, University, becomes immediately null and void. After such nullification the property shall be assigned an appropriate zoning district designation, after hearing in accordance with the hearing process for rezoning requests as outlined in section [17.02.300](#), "Decision Making Procedures/Public Hearings," of this title and in accordance with the goals and policies of the comprehensive plan and the provisions of this title. (Ord. 3044, 2020)

GP Land: Site Description - Summary of Highest & Best Use

Based on the above zoning definition an assumption is made that Residential use is permitted and is the highest and best use as it is adjacent to Residential Estate zone and appears to be the most likely zone.

Highest and Best Use:

As if Vacant:

Legally Permitted: Residential use is legal within this zoning at this time.

Physically Possible: Of the legally permitted, the site will accommodate residential use.

Residential building costs are commensurate with new construction residential sales, and new construction residential sales have increased over the past several years, thus residential use is financially feasible. Residential use brings the most value to the land, and is maximally productive.

As improved:

Legally Permitted: Residential use is legal within this zoning at this time.

Physically Possible: Of the legally permitted, the site will accommodate residential use.

There are no other financially feasible uses at this time.

Residential use brings the most value to the land, and is the most maximally productive. The highest and best use at this time is as is residential.

• Neighborhood - Market Conditions

The current market conditions are relatively active. Seasons affect marketing time. Based on the Opinion of Market Value, the appraiser's opinion of reasonable exposure time is 0-12 months. The nation as a whole is through the pandemic caused by COVID 19. Per national reporting a substantial amount of people are still leaving larger cities as a result of the pandemic. The residential market in this area appears to be tempering with interest rates starting to rise, and monthly supplies of housing inventory increasing, etc... The latter stages of 2023 are showing indications of a market stabilization with interest rates rising, inventory on the market starting to rise, days on market for homes listed rising, homes selling below list price instead of with competing offers, etc... Foreclosures and pre-foreclosures do not appear prevalent in the market.

• URAR: General Comments/Appraisal Conditions

The comps utilized are the best most recent sales available to the subject property. All comps utilized are still considered indicative of current market trends despite it being necessary to utilize dated sales. A search for comps with the most similar locations, functionalities and amenities were given priority. Differences in size are adjusted at \$20,000 per acre for differences over one half acre. Utilities are adjusted at typical market rates currently. All of the more obvious dissimilarities are adjusted for. All comps were considered in the final reconciliation. Comps 1-3 are given weight in the final estimate of value. Comp 5 is an active listing utilized mainly for informational purposes.

*A drive by of comparables has been completed; however an aerial depiction for photograph purposes is considered the best visual representation.

CONSENT
APRIL 16-17, 2025

ATTACHMENT 3

File No. 1124618

| | | | | | | | |
|------------------|-----------------|--------|---------|-------|----|----------|-------|
| Borrower | N/A | | | | | | |
| Property Address | TBD American Rd | | | | | | |
| City | Pocatello | County | Bannock | State | ID | Zip Code | 83201 |
| Lender/Client | De Jones | | | | | | |

There is no listing nor previous listing found for the subject.

I have performed no services regarding the subject property within the prior 36 months of this assignment.

Exposure Time: estimated length of time that the property interest being appraised would have been offered on the market prior to the hypothetical consummation of a sale at market value on the effective date of the appraisal.

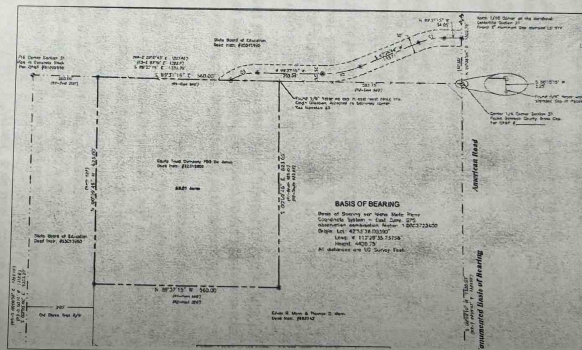
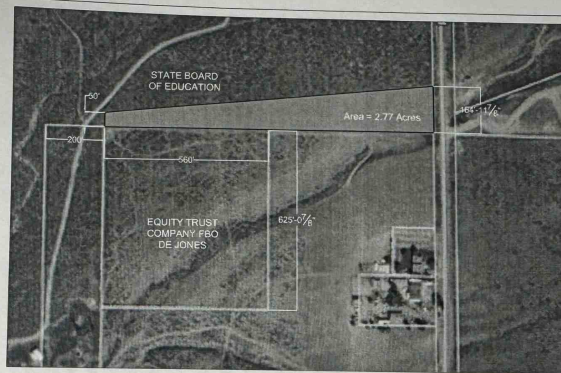
Aerial Map

| | | | | | | | |
|------------------|-----------------|--------|---------|-------|----|----------|-------|
| Borrower | N/A | | | | | | |
| Property Address | TBD American Rd | | | | | | |
| City | Pocatello | County | Bannock | State | ID | Zip Code | 83201 |
| Lender/Client | De Jones | | | | | | |



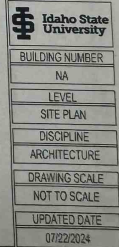
ALTERNATIVE 2
APPROX. 2.77 ACRES
* ACREAGE VERIFIED IN
BANNOCK COUNTY
PARCEL VIEWER

REFERENCE
DOCUMENT



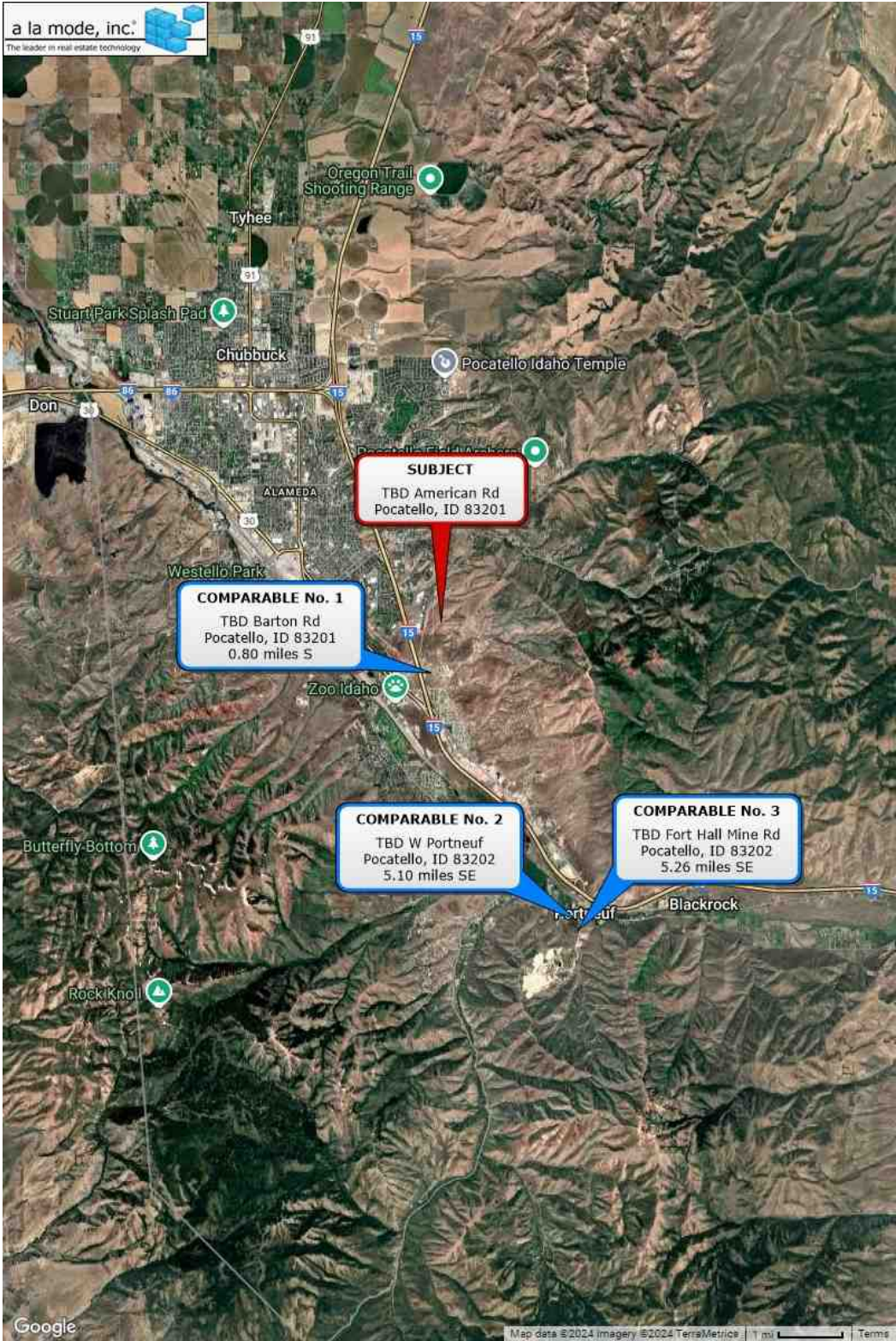
FACILITIES SERVICES
 "World Class Facilities
 Professionals Serving ISU
 Together
 (208) 282-4086 OFFICE
 (208) 282-4618 FAX

AMERICAN ROAD LAND
IDAHO STATE UNIVERSITY
749 East Humboldt St



Location Map

| | | | | | | | |
|------------------|-----------------|--------|---------|-------|----|----------|-------|
| Borrower | N/A | | | | | | |
| Property Address | TBD American Rd | | | | | | |
| City | Pocatello | County | Bannock | State | ID | Zip Code | 83201 |
| Lender/Client | De Jones | | | | | | |



Photos

| | | | | | | | |
|------------------|-----------------|--------|---------|-------|----|----------|-------|
| Borrower | N/A | | | | | | |
| Property Address | TBD American Rd | | | | | | |
| City | Pocatello | County | Bannock | State | ID | Zip Code | 83201 |
| Lender/Client | De Jones | | | | | | |



Street



View of acreage



View of acreage



View of acreage



Mountain view

Comparable Photo Page

| | | | | | | | |
|------------------|-----------------|--------|---------|-------|----|----------|-------|
| Borrower | N/A | | | | | | |
| Property Address | TBD American Rd | | | | | | |
| City | Pocatello | County | Bannock | State | ID | Zip Code | 83201 |
| Lender/Client | De Jones | | | | | | |



Comparable 1

TBD Barton Rd
Prox. to Subject 0.80 miles S
Sale Price 150,000
Gross Living Area
Total Rooms
Total Bedrooms
Total Bathrooms
Location Res/Mtn
View
Site 3.8
Quality
Age



Comparable 2

TBD W Portneuf
Prox. to Subject 5.10 miles SE
Sale Price 130,000
Gross Living Area
Total Rooms
Total Bedrooms
Total Bathrooms
Location Res/Mtn
View
Site 1.0
Quality
Age



Comparable 3

TBD Fort Hall Mine Rd
Prox. to Subject 5.26 miles SE
Sale Price 195,000
Gross Living Area
Total Rooms
Total Bedrooms
Total Bathrooms
Location Res/Mtn
View
Site 4.0
Quality
Age

Certification



IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Appointments to the Professional Standards Commission

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (Commission). The Commission consists of eighteen (18) members including one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) in pupil personnel services. The Idaho School Superintendent's Association, the Idaho Association of Secondary School Principals, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Seven (7) positions on the Commission are open for three (3)-year appointments, effective July 1, 2025: two (2) positions representing certificated classroom teachers, one (1) position representing teachers of exceptional children, one (1) position representing pupil service staff, one (1) position representing secondary principals, one (1) position representing public higher education/teacher education, and one (1) position representing the colleges of letters and sciences.

Nominations were sought for each open position from November 18, 2024 – January 31, 2025 from the Idaho Association of Colleges for Teacher Education (IACTE), the Idaho Education Association (IEA), Northwest Professional Educators (NWPE), the Idaho Indian Education Committee (IIEC), the Idaho Association of Secondary Principals (IASSP), and interested educators.

On February 6, 2025, the Commission's Recommendations Committee reviewed the nominations received for each position, considering factors such as regional representation, school size, and education experience, and recommended a motion to the full Commission for consideration. The full Commission recommends the appointment of Angie Gilbert, Royal Toy, and Matthew Pollard, and the re-appointment of Amy McBride, MeLissa Rose, Jamee Nixon, and Stacey Jensen to the Commission for a three-year term beginning July 1, 2025, and ending June 30, 2028.

CONSENT
APRIL 16-17, 2025

IMPACT

Board action allows for the appointment or reappointment of members to the Professional Standards Commission, ensuring all seats on the Commission are filled.

ATTACHMENTS

Attachment 1 – Current Professional Standards Commission Members
Attachment 2 – Angie Gilbert
Attachment 3 – Royal Toy
Attachment 4 – Matthew Pollard
Attachment 5 – Amy McBride
Attachment 6 – MeLissa Rose
Attachment 7 – Jamee Nixon
Attachment 8 – Stacey Jensen

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of these appointments.

BOARD ACTION

I move to appoint Angie Gilbert of Twin Falls School District to the Professional Standards Commission, replacing Marci Nuxoll of Mountain View School District for a three-year term beginning July 1, 2025, and ending June 30, 2028, representing teachers of exceptional children.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Royal Toy of Lewis-Clark State College to the Professional Standards Commission, replacing Vanessa Anthony-Stevens of the University of Idaho, for a three-year term beginning July 1, 2025, and ending June 30, 2028, representing public higher education/teacher education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Matthew Pollard of Moscow School District to the Professional Standards Commission, replacing Stephanie Brodwater of Post Falls School District, for a three-year term beginning July 1, 2025, and ending June 30, 2028, representing certificated classroom teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
APRIL 16-17, 2025

I move to reappoint Amy McBride of Twin Falls School District to the Professional Standards Commission for a three-year term beginning July 1, 2025, and ending June 30, 2028, representing secondary principals.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint MeLissa Rose of Lakeland School District to the Professional Standards Commission for a three-year term beginning July 1, 2025, and ending June 30, 2028, representing pupil service staff.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Jamee Nixon of Northwest Nazarene University to the Professional Standards Commission for a three-year term beginning July 1, 2025, and ending June 30, 2028, representing pupil service staff.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Stacey Jensen of Pocatello School District to the Professional Standards Commission for a three-year term beginning July 1, 2025, and ending June 30, 2028, representing certificated classroom teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2024-2025 Member Roster

Angela Gillman, Chair

Classroom Teacher
Idaho Falls School District #091
Term 7/1/24 – 6/30/27

Vanessa Anthony-Stevens
Public Teacher Education, University of Idaho
Term 7/1/22 – 6/30/25

Stephanie Brodwater, Classroom Teacher
Post Falls School District #273
Term (Partial) 10/19/22 – 6/30/25

Kristi Enger, Educator Certification Director
Idaho Career Technical Education
Term 7/1/24 – 6/30/27

Erika Estes, Classroom Teacher
Weiser School District #431
Term 7/1/21 – 6/30/24

Melissa Green, Private Teacher Education
Brigham Young University
Term 7/1/24- 6/30/27

Lance Harrison, School Superintendent
Preston Joint District #201
Term 7/1/23 – 6/30/26

Stacey Jensen, Classroom Teacher
Pocatello School District #025
Term 7/1/22 – 6/30/25

Katie Mathias, Public Teacher Education
Boise State University
Term 7/1/23 – 6/30/26

Ramona Lee, Vice Chair

Special Education Administrator
West Ada School District #002
Term 7/1/23 – 6/30/26

Amy McBride, Secondary Principal
Twin Falls School District #411
Term 7/1/22 – 6/30/25

Wendy Moore, Deputy Superintendent
Department of Education
Term 12/6/24– 6/30/27

Jamee Nixon, College of Letters and Sciences
Northwest Nazarene University
Term 7/1/22 – 6/30/25

Marci Nuxoll, Exceptional Child Teacher
Mountain View School District
Term (Partial) 8/23/23 – 6/30/25

Karen Pyron, School Board Member
Butte County School District #111
Term 7/1/24 – 6/30/27

MeLissa Rose, Pupil Service Staff
Lakeland School District #272
Term 7/1/22 – 6/30/25

Jonelle Warnock, Classroom Teacher
Boise School District #001
Term 7/1/23 – 6/30/26

Alejandro Zamora, Elementary Principal
Wilder School District #133
Term 7/1/24 – 6/30/27

Angie Gilbert
[REDACTED]
[REDACTED]
gilbertan@tfsd.org
[REDACTED]

Objective

Dedicated and ethical educator with a strong commitment to academic excellence and the promotion of professional standards in education. Seeking to contribute to the mission of the Idaho Professional Standards Commission (PSC) by leveraging my experience in teaching, professional development, and ethical practice to ensure the continued success of Idaho's educators and students.

Education

Master of Education – Special Education
Concordia University, Portland, Oregon — 2016

Certification

- Idaho Education Credential, Edu ID 643243385 — (9/1/2024 – 8/31/2029)
 - 7010 – All subjects (K-8) (9/1/2024 – 8/31/2029)
 - 7029 – Exceptional child Generalist (K-12) (9/1/2024 – 8/31/2029)
 - 7045 – Teacher Leader – Special Education (9/1/2024 – 8/31/2029)
-

Professional Experience

Special Education Consulting Teacher

Twin Falls School District, Twin Falls, ID — (8/2018 to Present)

- As a special education consulting teacher, I support students with diverse learning needs by collaborating with classroom teachers, families, and school staff to develop and implement effective strategies and accommodations. My role involves assessing student needs, providing individualized instructional plans, training educators on inclusive practices, and ensuring compliance with special education laws. I act as a bridge between general education and special education, fostering a supportive and inclusive learning environment for all students.

- Collaborated with colleagues to maintain ethical standards and improve student achievement.
- Led initiatives to enhance professional development for staff and ensure alignment with the Idaho Code of Ethics for Professional Educators.

Special Education Teacher

Twin Falls School District, Twin Falls, ID — (8/2014 to 7/2018)

- As a special education teacher, I designed and implemented individualized education programs (IEPs) to meet the unique needs of students with disabilities. I adapted instructional materials, modified teaching methods, and provided direct support to help students succeed academically, socially, and emotionally. My responsibilities included assessing student progress, collaborating with families and school staff, managing classroom behavior, and ensuring compliance with special education laws and policies. I played a vital role in creating an inclusive and supportive learning environment.
 - I participated on my building's leadership committee as well as taking a lead role on the district grade-level teams as a special education representative.
-

Professional Skills

- Knowledge of the Idaho Code of Ethics for Professional Educators
 - Expertise in curriculum development and student-centered teaching practices
 - Strong communication and collaboration skills
 - Proficient in educational technology and learning management systems
 - Leadership in professional development and staff training
 - Experience with ethics investigations and maintaining integrity in the educational setting
-

Professional Affiliations

- Current Member of Council for Exceptional Children (CEC)
 - Served as secretary from 2020-2024; Idaho Chapter
 - Currently Serving on the Board for Magic Valley's Regional Early Childhood Committee (RECC)
 - Participating in Idaho's Early Childhood Advisory Committee
-

Professional Development

- Regular attendance at the national Council of Administrators of Special Education (CASE) conferences
- Regular attendance at the national Council for Exceptional Children (CEC) conferences

- Frequent participation in CASE provided Julie Weatherly professional developments.
 - Participation in local professional development opportunities
 - Actively engaged in professional development and continuing education focused on the Professional Standards Commission (PSC) guidelines and ethics in education. Completed training in ethical decision-making, educator code of ethics, and legal responsibilities in special education, including compliance with IDEA and Section 504. Participated in workshops on cultural competence, equity, and fostering inclusivity, as well as professional conduct in digital environments. Dedicated to promoting ethical practices and ensuring a supportive and equitable learning environment for all students.
-

References

Available upon request.

Royal Toy

Professor
Interim Chair
500 8th Ave.
Lewiston, ID 83501
retoy@lcsc.edu
Office: (208) 792-2730
Fax: (208) 792-2820

Academic Achievement & Professional Development

Education:

Ed.D. University of Northern Colorado, May 2009

- Major: Special Education
- Focus: Teaching the Gifted & Talented
- Minor: Statistics & Research Methods
- Dissertation: CHARACTERISTICS OF INDIVIDUALS WHO ARE GIFTED:
AN ANALYSIS OF SELF-REPORT SCORES
- Dissertation Chair: Dr. George Betts

M.A. University of Northern Colorado, August 2004

- Major: Special Education
- Focus: Teaching the Gifted & Talented

B.M.E. University of Northern Colorado, December 2001

- Major: Music Education
- Minor: Drawing

A.A. Brigham Young University – Idaho, May 1997

- Major: General Studies – Performing/ Fine Art

Professional certifications

- K-12 Music (Colorado Professional License exp. 2014)

Other Certifications

- Trainer, Autonomous Learner Model
- Supporting the Emotional Needs of the Gifted (SENG) Model Parent Group Facilitator
- Torrance Tests Creative Thinking (TTCT) Evaluator

Professional & Administrative Positions

- Assistant Professor of Education, Mississippi University for Women, Fall 2009 – 2014
- Associate Professor of Education with tenure, Mississippi University for Women, Fall 2014 – 2018
- Director, Summer Discovery (Program for gifted youth), Summer 2010 – 2018
- Coordinator, Teachers of the Gifted Instructional Forum, 2010, 2011, 2012

- Co-Coordinator, Teachers of the Gifted Instructional Forum, 2013 – 2018
- Coordinator, AREA Gifted Conference, 2016 – 2018
- Assistant Director – Curriculum, Mississippi Governor’s School, 2010
- Co-Director, Mississippi Governor’s School, 2010 – 2011
- Director, Mississippi Governor’s School, 2011 – 2018
- Mississippi University for Women Graduate Faculty Member 2009 – 2018
- Associate Professor Lewis & Clark State College (Tenured) 2018 – Current
- Director PACE programs Lewis & Clark State College 2018 – Current
- Accreditation Coordinator, Education 2022 - Current

Teaching effectiveness & Competence

Undergraduate Courses Taught (Enrollment/Type)

- Fall 2009
 - ED 300 002 (4415) Introduction to Education /25/Day
 - ED 306 002 (4425) Introduction to Exceptionalities /25/Day
- Spring 2010
 - ED 300 002 (1407) Introduction to Education /12/Day
 - ED 306 002 (1418) Introduction to Exceptionalities /25/Day
 - FPA 300 002 (1687) Fine Arts in Education /25/Night
 - FPA 300 N01 (1645) Fine Arts in Education /23/Night
- Fall 2010
 - ED 306 001 (4147) Introduction to Exceptionalities /25/Day
- Spring 2011
 - ART 491 001 (1659) Independent Study in Fine Arts /1/Blended
 - ED 306 001 (1397) Introduction to Exceptionalities /25/Day
- Summer 2011
 - HO 101 H01 (3759) Governor’s School /112/P/Day
- Fall 2011
 - ED 300 002 (4427) Introduction to Education /24/Day
 - ED 306 002 (4435) Introduction to Exceptionalities /25/Day
 - ED 407 001 (4448) Internship in Education – Art K12 /2/Day
- Spring 2012
 - ED 306 001 (1897) Introduction to Exceptionalities /25/Day
- Summer 2012
 - HO 101 H01 (3250) Governor’s School /113/Day
- Fall 2012
 - ED 306 001 (4209) Introduction to Exceptionalities /24/Day
- Spring 2013
 - ED 306 001 (1336) Introduction to Exceptionalities /25/Day
- Summer 2013
 - HO 101 H01 (3266) Governor’s School /123/Day
- Fall 2013
 - ED 300 001 (4319) Introduction to Education /22/Day
 - ED 306 001 (4328) Introduction to Exceptionalities /21/Day
- Spring 2014

- ED 306 001 (1504) Introduction to Exceptionalities /12/Day
- Summer 2014
 - HO 101 H01 (3248) Governor's School /78/Day
- Fall 2014
 - ED 306 001 (4125) Introduction to Education /16/Day
 - ED 306 N02 (4126) Introduction to Exceptionalities /8/Night
- Fall 2015
 - ED 306 001 (4196) Intro to Exceptional Children /15/Day
- Summer 2015
 - HO 101 H01 () Governor's School //Day
 -
- Spring 2016
 - ED 406 002 (1707) Internship (K-8) /5/Day
- Fall 2016
 - ED 312 001 (4142) Teaching Science in Elementary & Middle School /10/Day
- Summer 2016
 - HO 101 H01 () Governor's School //Day
- Spring 2017
 - ED 305 (1101) Teaching Math in Elementary & Middle School/8/Day
 - ED 312 (1106) Teaching Science in Elementary & Middle School/8/Day
- Summer 2017
 - HO 101 H01 () Governor's School //Day
- Fall 2017
 - ED 305 (4225) Teaching Math in Elementary & Middle School/12/Day
 - ED 312 (4229) Teaching Science in Elementary & Middle School/12/Day
 - ED 351 (4232) Educational Measurement/15/Online
- Spring 2018
 - ED 305 A01 (1093) Teaching Math in Elementary & Middle School/8/Day
 - ED 312 A01 (1097) Teaching Science in Elementary & Middle School/8/Day
- Summer 2018
 - HO 101 H01 () Governor's School //Day
- Fall 2018
 - ED 321 Educational Psychology/Online
 - ED 426 University Mentor (Professional Internship)/Face-to-Face
 - ED 430 Professional Seminar
 - ED 432 PACE Seminar/Online
 - ED 452 Internship Seminar/Online
 - ED 460 University Mentor (Professional Internship)/Distance
- Spring 2019
 - ED 321 Educational Psychology/Online
 - ED 426 University Mentor (Professional Internship)/Face-to-Face
 - ED 429 University Mentor (Professional Internship)/Face-to-Face
 - ED 452 Internship Seminar/Online
 - ED 460 University Mentor (Professional Internship)/Distance
- Summer 2019
 - ED-452-I60 (69608) Internship Seminar

- Fall 2019
 - ED-321-60 (66483) Educational Psychology
 - ED-321-P60 (66484) Educational Psychology
 - ED-427-60 (69865) Professional Seminar: Issues/Education I
 - ED-430-P01 (66499) Professional Seminar: Issues/Education II
 - ED-452-60 (66519) Internship Seminar
 - ED-452-P60 (66520) Internship Seminar
 - ED-460-P60 (66522) Professional Internship /Ed 6-12
 - ED-461-P60 (66524) Professional Internship /Ed K-12
 - ED-492-M60 (69535) ST: Content Methods/Alignment 09/01/19 – 08/30/20
 - ED-492-M61 (69536) ST: Creating an Environment 09/01/19 – 08/30/20
 - ED-492-M62 (71320) ST: Content Methods/Alignment 10/01/19 – 9/30/20
 - ED-492-M63 (71321) ST: Creating an Environment 10/01/19 – 9/30/20
 - ED-492-M64 ST: Content Methods/Alignment 11/01/19 – 10/31/20
 - ED-492-M66 ST: Content Methods/Alignment 12/01/19 – 11/30/20
 - ED 426 University Mentor (Professional Internship)/Face-to-Face
 - ED 429 University Mentor (Professional Internship)/Face-to-Face
 - ED 452 Internship Seminar/Online
 - ED 460 University Mentor (Professional Internship)/Distance
- Spring 2020
 - ED-426-01 Prof Internship/Ed I K-8
 - ED-430-P01 Professional Seminar: Issues/Education II
 - ED-452-60 Internship Seminar
 - ED-452-P60 Internship Seminar
 - ED-460-P60 Professional Internship /Ed 6-12
 - ED-461-P60 Professional Internship /Ed K-12
 - ED-492-M604 ST: Content Methods/Alignment 04/01/20 – 03/30/21
 - ED-492-M60 ST: Content Methods/Alignment 02/01/20 – 01/31/21
 - ED-492-M614 ST: Creating an Environment 04/01/20 – 03/30/21
 - ED-492-M615 ST: Creating an Environment 05/01/20 – 04/30/21
 - ED-492-M61 ST: Creating an Environment 02/01/20 – 01/31/21
 - ED-492-M624 ST: Environment for all Learners 04/01/20 – 03/30/21
 - ED-492-M625 ST: Environment for all Learners 05/01/20 – 04/30/21
 - ED-492-M634 ST: Diff/App of Content 04/01/20 – 03/30/21
 - ED-492-M644 ST: Assessment Literacy 04/01/20 – 03/30/21
 - ED-492-M645 ST: Assessment Literacy 05/01/20 – 04/30/21
 - ED-492-M66 ST: Creating an Environment 03/01/20 – 02/28/21
 - ED-492-M67 ST: Environment for all Learners 03/01/20 – 02/28/21
 - ED-492-M68 ST: Diff/App of Content 03/01/20 – 02/28/21
 - ED-494-01 IN: Education

Continued from Fall 2019

- ED-492-M60 (69535) ST: Content Methods/Alignment 09/01/19 – 08/30/20
- ED-492-M61 (69536) ST: Creating an Environment 09/01/19 – 08/30/20
- ED-492-M62 (71320) ST: Content Methods/Alignment 10/01/19 – 9/30/20
- ED-492-M63 (71321) ST: Creating an Environment 10/01/19 – 9/30/20
- ED-492-M64 ST: Content Methods/Alignment 11/01/19 – 10/31/20

- ED-492-M66 ST: Content Methods/Alignment 12/01/19 – 11/30/20
- Summer 2020
 - ED-492-M606 ST: Content Methods/Alignment 06/01/20 – 05/30/21
 - ED-492-M608 ST: Content Methods/Alignment 08/01/20 – 07/30/21
 - ED-492-M616 ST: Creating an Environment 06/01/20 – 05/30/21
 - ED-492-M618 ST: Creating an Environment 08/01/20 – 07/30/21
 - ED-492-M626 ST: Environment for all Learners 06/01/20 – 05/30/21
 - ED-492-M627 ST: Environment for all Learners 07/01/20 – 06/30/21
 - ED-492-M628 ST: Environment for all Learners 08/01/20 – 07/30/21
 - ED-492-M636 ST: Diff/App of Content 06/01/20 – 05/30/21
 - ED-492-M637 ST: Diff/App of Content 07/01/20 – 06/30/21
 - ED-492-M638 ST: Diff/App of Content 08/01/20 – 07/30/21
 - ED-492-M646 ST: Assessment Literacy 06/01/20 – 05/30/21
 - ED-492-M648 ST: Assessment Literacy 08/01/20 – 07/30/21
- Continued from Fall 2019
 - ED-492-M60 (69535) ST: Content Methods/Alignment 09/01/19 – 08/30/20
 - ED-492-M61 (69536) ST: Creating an Environment 09/01/19 – 08/30/20
 - ED-492-M62 (71320) ST: Content Methods/Alignment 10/01/19 – 9/30/20
 - ED-492-M63 (71321) ST: Creating an Environment 10/01/19 – 9/30/20
 - ED-492-M64 ST: Content Methods/Alignment 11/01/19 – 10/31/20
 - ED-492-M66 ST: Content Methods/Alignment 12/01/19 – 11/30/20
- Continued from Spring 2020
 - ED-492-M604 ST: Content Methods/Alignment 04/01/20 – 03/30/21
 - ED-492-M60 ST: Content Methods/Alignment 02/01/20 – 01/31/21
 - ED-492-M614 ST: Creating an Environment 04/01/20 – 03/30/21
 - ED-492-M615 ST: Creating an Environment 05/01/20 – 04/30/21
 - ED-492-M61 ST: Creating an Environment 02/01/20 – 01/31/21
 - ED-492-M624 ST: Environment for all Learners 04/01/20 – 03/30/21
 - ED-492-M625 ST: Environment for all Learners 05/01/20 – 04/30/21
 - ED-492-M634 ST: Diff/App of Content 04/01/20 – 03/30/21
 - ED-492-M644 ST: Assessment Literacy 04/01/20 – 03/30/21
 - ED-492-M645 ST: Assessment Literacy 05/01/20 – 04/30/21
 - ED-492-M66 ST: Creating an Environment 03/01/20 – 02/28/21
 - ED-492-M67 ST: Environment for all Learners 03/01/20 – 02/28/21
 - ED-492-M68 ST: Diff/App of Content 03/01/20 – 02/28/21
- Fall 2020
 - ED-452-60 Internship Seminar
 - ED-460-P60 Professional Internship/Ed 6-12
 - ED-476-M609 Module A 09/01/2020 – 08/30/21
 - ED-477-M619 Module B 09/01/2020 – 08/30/21
 - ED-478-M629 Module C 09/01/2020 – 08/30/21
 - ED-479-M639 Module D 09/01/2020 – 08/30/21
 - ED-480-M649 Module E 09/01/2020 – 08/30/21
 - ED-476-M610 Module A 10/01/20 – 09/30/21
 - ED-477-M620 Module B 10/01/20 – 09/30/21

- ED-478-M630 Module C 10/01/20 – 09/30/21
- ED-479-M640 Module D 10/01/20 – 09/30/21
- ED-480-M650 Module E 10/01/20 – 09/30/21
- ED-476-M611 Module A 11/01/20 – 10/31/21
- ED-477-M621 Module B 11/01/20 – 10/31/21
- ED-478-M631 Module C 11/01/20 – 10/31/21
- ED-479-M641 Module D 11/01/20 – 10/31/21
- ED-480-M651 Module E 11/01/20 – 10/31/21
- ED-476-M612 Module A 12/01/20 – 11/30/21
- ED-477-M622 Module B 12/01/20 – 11/30/21
- ED-478-M632 Module C 12/01/20 – 11/30/21
- ED-479-M642 Module D 12/01/20 – 11/30/21
- ED-480-M651 Module E 12/01/20 – 11/30/21

Continued from Fall 2019

- ED-492-M60 (69535) ST: Content Methods/Alignment 09/01/19 – 08/30/20
- ED-492-M61 (69536) ST: Creating an Environment 09/01/19 – 08/30/20
- ED-492-M62 (71320) ST: Content Methods/Alignment 10/01/19 – 9/30/20
- ED-492-M63 (71321) ST: Creating an Environment 10/01/19 – 9/30/20
- ED-492-M64 ST: Content Methods/Alignment 11/01/19 – 10/31/20
- ED-492-M66 ST: Content Methods/Alignment 12/01/19 – 11/30/20

Continued from Spring 2020

- ED-492-M604 ST: Content Methods/Alignment 04/01/20 – 03/30/21
- ED-492-M60 ST: Content Methods/Alignment 02/01/20 – 01/31/21
- ED-492-M614 ST: Creating an Environment 04/01/20 – 03/30/21
- ED-492-M615 ST: Creating an Environment 05/01/20 – 04/30/21
- ED-492-M61 ST: Creating an Environment 02/01/20 – 01/31/21
- ED-492-M624 ST: Environment for all Learners 04/01/20 – 03/30/21
- ED-492-M625 ST: Environment for all Learners 05/01/20 – 04/30/21
- ED-492-M634 ST: Diff/App of Content 04/01/20 – 03/30/21
- ED-492-M644 ST: Assessment Literacy 04/01/20 – 03/30/21
- ED-492-M645 ST: Assessment Literacy 05/01/20 – 04/30/21
- ED-492-M66 ST: Creating an Environment 03/01/20 – 02/28/21
- ED-492-M67 ST: Environment for all Learners 03/01/20 – 02/28/21
- ED-492-M68 ST: Diff/App of Content 03/01/20 – 02/28/21

Continued from Summer 2020

- ED-492-M606 ST: Content Methods/Alignment 06/01/20 – 05/30/21
- ED-492-M608 ST: Content Methods/Alignment 08/01/20 – 07/30/21
- ED-492-M616 ST: Creating an Environment 06/01/20 – 05/30/21
- ED-492-M618 ST: Creating an Environment 08/01/20 – 07/30/21
- ED-492-M626 ST: Environment for all Learners 06/01/20 – 05/30/21
- ED-492-M627 ST: Environment for all Learners 07/01/20 – 06/30/21
- ED-492-M628 ST: Environment for all Learners 08/01/20 – 07/30/21
- ED-492-M636 ST: Diff/App of Content 06/01/20 – 05/30/21
- ED-492-M637 ST: Diff/App of Content 07/01/20 – 06/30/21
- ED-492-M638 ST: Diff/App of Content 08/01/20 – 07/30/21
- ED-492-M646 ST: Assessment Literacy 06/01/20 – 05/30/21

- ED-492-M648 ST: Assessment Literacy 08/01/20 – 07/30/21
- Spring 2021
 - ED-426-01 Professional Internship/Ed I K-8
 - ED-452-60 Internship Seminar
 - ED-460-60 Professional Internship/Ed 6-12
 - ED-476-M602 Module A 02/01/21 – 01/31/22
 - ED-477-M612 Module B 02/01/21 – 01/31/22
 - ED-477-M613 Module B 03/01/21 – 02/28/22
 - ED-477-M615 Module B 05/01/21 – 04/30/22
 - ED-478-M622 Module C 02/01/21 – 01/31/22
 - ED-478-M623 Module C 03/01/21 – 02/28/22
 - ED-478-M624 Module C 04/01/21 – 03/31/22
 - ED-478-M625 Module C 05/01/21 – 04/30/22
 - ED-479-M632 Module D 02/01/21 – 01/31/22
 - ED-479-M633 Module D 03/01/21 – 02/28/22
 - ED-479-M634 Module D 04/01/21 – 03/31/22
 - ED-479-M635 Module D 05/01/21 – 04/30/22
 - ED-480-M642 Module E 02/01/21 – 01/31/22
 - ED-480-M644 Module E 04/01/21 – 03/31/22
 - ED-480-M645 Module E 05/01/21 – 04/30/22

Continued from Spring 2020

- ED-492-M604 ST: Content Methods/Alignment 04/01/20 – 03/30/21
- ED-492-M60 ST: Content Methods/Alignment 02/01/20 – 01/31/21
- ED-492-M614 ST: Creating an Environment 04/01/20 – 03/30/21
- ED-492-M615 ST: Creating an Environment 05/01/20 – 04/30/21
- ED-492-M61 ST: Creating an Environment 02/01/20 – 01/31/21
- ED-492-M624 ST: Environment for all Learners 04/01/20 – 03/30/21
- ED-492-M625 ST: Environment for all Learners 05/01/20 – 04/30/21
- ED-492-M634 ST: Diff/App of Content 04/01/20 – 03/30/21
- ED-492-M644 ST: Assessment Literacy 04/01/20 – 03/30/21
- ED-492-M645 ST: Assessment Literacy 05/01/20 – 04/30/21
- ED-492-M66 ST: Creating an Environment 03/01/20 – 02/28/21
- ED-492-M67 ST: Environment for all Learners 03/01/20 – 02/28/21
- ED-492-M68 ST: Diff/App of Content 03/01/20 – 02/28/21

Continued from Summer 2020

- ED-492-M606 ST: Content Methods/Alignment 06/01/20 – 05/30/21
- ED-492-M608 ST: Content Methods/Alignment 08/01/20 – 07/30/21
- ED-492-M616 ST: Creating an Environment 06/01/20 – 05/30/21
- ED-492-M618 ST: Creating an Environment 08/01/20 – 07/30/21
- ED-492-M626 ST: Environment for all Learners 06/01/20 – 05/30/21
- ED-492-M627 ST: Environment for all Learners 07/01/20 – 06/30/21
- ED-492-M628 ST: Environment for all Learners 08/01/20 – 07/30/21
- ED-492-M636 ST: Diff/App of Content 06/01/20 – 05/30/21
- ED-492-M637 ST: Diff/App of Content 07/01/20 – 06/30/21
- ED-492-M638 ST: Diff/App of Content 08/01/20 – 07/30/21
- ED-492-M646 ST: Assessment Literacy 06/01/20 – 05/30/21

- ED-492-M648 ST: Assessment Literacy 08/01/20 – 07/30/21
- Continued from Fall 2020
 - ED-452-60 Internship Seminar
 - ED-460-P60 Professional Internship/Ed 6-12
 - ED-476-M609 Module A 09/01/2020 – 08/30/21
 - ED-477-M619 Module B 09/01/2020 – 08/30/21
 - ED-478-M629 Module C 09/01/2020 – 08/30/21
 - ED-479-M639 Module D 09/01/2020 – 08/30/21
 - ED-480-M649 Module E 09/01/2020 – 08/30/21
 - ED-476-M610 Module A 10/01/20 – 09/30/21
 - ED-477-M620 Module B 10/01/20 – 09/30/21
 - ED-478-M630 Module C 10/01/20 – 09/30/21
 - ED-479-M640 Module D 10/01/20 – 09/30/21
 - ED-480-M650 Module E 10/01/20 – 09/30/21
 - ED-476-M611 Module A 11/01/20 – 10/31/21
 - ED-477-M621 Module B 11/01/20 – 10/31/21
 - ED-478-M631 Module C 11/01/20 – 10/31/21
 - ED-479-M641 Module D 11/01/20 – 10/31/21
 - ED-480-M651 Module E 11/01/20 – 10/31/21
 - ED-476-M612 Module A 12/01/20 – 11/30/21
 - ED-477-M622 Module B 12/01/20 – 11/30/21
 - ED-478-M632 Module C 12/01/20 – 11/30/21
 - ED-479-M642 Module D 12/01/20 – 11/30/21
 - ED-480-M651 Module E 12/01/20 – 11/30/21
- Summer 2021
 - ED-476-M606 Module A 06/01/21 – 05/31/22
 - ED-477-M616 Module B 06/01/21 – 05/31/22
 - ED-479-M638 Module D 08/01/21 – 07/31/22
 - ED-480-M648 Module E 08/01/21 – 07/31/22
- Continued from Summer 2020
 - ED-492-M606 ST: Content Methods/Alignment 06/01/20 – 05/30/21
 - ED-492-M608 ST: Content Methods/Alignment 08/01/20 – 07/30/21
 - ED-492-M616 ST: Creating an Environment 06/01/20 – 05/30/21
 - ED-492-M618 ST: Creating an Environment 08/01/20 – 07/30/21
 - ED-492-M626 ST: Environment for all Learners 06/01/20 – 05/30/21
 - ED-492-M627 ST: Environment for all Learners 07/01/20 – 06/30/21
 - ED-492-M628 ST: Environment for all Learners 08/01/20 – 07/30/21
 - ED-492-M636 ST: Diff/App of Content 06/01/20 – 05/30/21
 - ED-492-M637 ST: Diff/App of Content 07/01/20 – 06/30/21
 - ED-492-M638 ST: Diff/App of Content 08/01/20 – 07/30/21
 - ED-492-M646 ST: Assessment Literacy 06/01/20 – 05/30/21
 - ED-492-M648 ST: Assessment Literacy 08/01/20 – 07/30/21
- Continued from Fall 2020
 - ED-452-60 Internship Seminar
 - ED-460-P60 Professional Internship/Ed 6-12

- ED-476-M609 Module A 09/01/2020 – 08/30/21
- ED-477-M619 Module B 09/01/2020 – 08/30/21
- ED-478-M629 Module C 09/01/2020 – 08/30/21
- ED-479-M639 Module D 09/01/2020 – 08/30/21
- ED-480-M649 Module E 09/01/2020 – 08/30/21
- ED-476-M610 Module A 10/01/20 – 09/30/21
- ED-477-M620 Module B 10/01/20 – 09/30/21
- ED-478-M630 Module C 10/01/20 – 09/30/21
- ED-479-M640 Module D 10/01/20 – 09/30/21
- ED-480-M650 Module E 10/01/20 – 09/30/21
- ED-476-M611 Module A 11/01/20 – 10/31/21
- ED-477-M621 Module B 11/01/20 – 10/31/21
- ED-478-M631 Module C 11/01/20 – 10/31/21
- ED-479-M641 Module D 11/01/20 – 10/31/21
- ED-480-M651 Module E 11/01/20 – 10/31/21
- ED-476-M612 Module A 12/01/20 – 11/30/21
- ED-477-M622 Module B 12/01/20 – 11/30/21
- ED-478-M632 Module C 12/01/20 – 11/30/21
- ED-479-M642 Module D 12/01/20 – 11/30/21
- ED-480-M651 Module E 12/01/20 – 11/30/21

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- ED-426-01 Professional Internship/Ed I K-8
- ED-452-60 Internship Seminar
- ED-460-60 Professional Internship/Ed 6-12
- ED-476-M602 Module A 02/01/21 – 01/31/22
- ED-477-M612 Module B 02/01/21 – 01/31/22
- ED-477-M613 Module B 03/01/21 – 02/28/22
- ED-477-M615 Module B 05/01/21 – 04/30/22
- ED-478-M622 Module C 02/01/21 – 01/31/22
- ED-478-M623 Module C 03/01/21 – 02/28/22
- ED-478-M624 Module C 04/01/21 – 03/31/22
- ED-478-M625 Module C 05/01/21 – 04/30/22
- ED-479-M632 Module D 02/01/21 – 01/31/22
- ED-479-M633 Module D 03/01/21 – 02/28/22
- ED-479-M634 Module D 04/01/21 – 03/31/22
- ED-479-M635 Module D 05/01/21 – 04/30/22
- ED-480-M642 Module E 02/01/21 – 01/31/22
- ED-480-M644 Module E 04/01/21 – 03/31/22
- ED-480-M645 Module E 05/01/21 – 04/30/22

● Fall 2021

- ED-452-60 Internship Seminar
- ED-460 Professional Internship/Ed 6-12
- ED-476-M609 Module A 09/01/21 – 08/31/22
- ED-476-M610 Module A 10/01/21 – 09/30/22
- ED-477-M619 Module B 09/01/21 – 08/31/22

- ED-477-M620 Module B 10/01/21 – 09/30/22
- ED-478-M629 Module C 09/01/21 – 08/31/22
- ED-478-M630 Module C 10/01/21 – 09/30/22
- ED-479-M639 Module D 09/01/21 – 08/31/22
- ED-480-M649 Module E 09/01/21 – 08/31/22

Continued from Spring 2021

- ED-426-01 Professional Internship/Ed I K-8
- ED-452-60 Internship Seminar
- ED-460-60 Professional Internship/Ed 6-12
- ED-476-M602 Module A 02/01/21 – 01/31/22
- ED-477-M612 Module B 02/01/21 – 01/31/22
- ED-477-M613 Module B 03/01/21 – 02/28/22
- ED-477-M615 Module B 05/01/21 – 04/30/22
- ED-478-M622 Module C 02/01/21 – 01/31/22
- ED-478-M623 Module C 03/01/21 – 02/28/22
- ED-478-M624 Module C 04/01/21 – 03/31/22
- ED-478-M625 Module C 05/01/21 – 04/30/22
- ED-479-M632 Module D 02/01/21 – 01/31/22
- ED-479-M633 Module D 03/01/21 – 02/28/22
- ED-479-M634 Module D 04/01/21 – 03/31/22
- ED-479-M635 Module D 05/01/21 – 04/30/22
- ED-480-M642 Module E 02/01/21 – 01/31/22
- ED-480-M644 Module E 04/01/21 – 03/31/22
- ED-480-M645 Module E 05/01/21 – 04/30/22

Continued from Summer 2021

- ED-476-M606 Module A 06/01/21 – 05/31/22
- ED-477-M616 Module B 06/01/21 – 05/31/22
- ED-479-M638 Module D 08/01/21 – 07/31/22
- ED-480-M648 Module E 08/01/21 – 07/31/22

Continued from Fall 2020

- ED-452-60 Internship Seminar
- ED-460-P60 Professional Internship/Ed 6-12
- ED-476-M609 Module A 09/01/2020 – 08/30/21
- ED-477-M619 Module B 09/01/2020 – 08/30/21
- ED-478-M629 Module C 09/01/2020 – 08/30/21
- ED-479-M639 Module D 09/01/2020 – 08/30/21
- ED-480-M649 Module E 09/01/2020 – 08/30/21
- ED-476-M610 Module A 10/01/20 – 09/30/21
- ED-477-M620 Module B 10/01/20 – 09/30/21
- ED-478-M630 Module C 10/01/20 – 09/30/21
- ED-479-M640 Module D 10/01/20 – 09/30/21
- ED-480-M650 Module E 10/01/20 – 09/30/21
- ED-476-M611 Module A 11/01/20 – 10/31/21
- ED-477-M621 Module B 11/01/20 – 10/31/21
- ED-478-M631 Module C 11/01/20 – 10/31/21
- ED-479-M641 Module D 11/01/20 – 10/31/21

- ED-480-M651 Module E 11/01/20 – 10/31/21
 - ED-476-M612 Module A 12/01/20 – 11/30/21
 - ED-477-M622 Module B 12/01/20 – 11/30/21
 - ED-478-M632 Module C 12/01/20 – 11/30/21
 - ED-479-M642 Module D 12/01/20 – 11/30/21
 - ED-480-M651 Module E 12/01/20 – 11/30/21
- Spring 2022
 - ED-452-60 Internship Seminar
 - ED-460-P60 Professional Internship/Ed 6-12
 - ED461-P60 Professional Internship/Ed K-12
 - ED-476-VAR Module A February – May (and prior sections)
 - ED-477-VAR Module B February – May (and prior sections)
 - ED-478-VAR Module C February – May (and prior sections)
 - ED-479-VAR Module D February – May (and prior sections)
 - ED-480-VAR Module E February – May (and prior sections)
- Summer 2022
 - ED-476-VAR Module A June – August (and prior sections)
 - ED-477-VAR Module B June – August (and prior sections)
 - ED-478-VAR Module C June – August (and prior sections)
 - ED-479-VAR Module D June – August (and prior sections)
 - ED-480-VAR Module E June – August (and prior sections)
- Fall 2022
 - ED-452-60 Internship Seminar
 - SE-322-60 Inclusion Strategies
 - ED-476-M609 Module A 09/01/22 – 08/31/23
 - ED-477-M619 Module B 09/01/22 – 08/31/23
 - ED-478-M629 Module C 09/01/22 – 08/31/23
 - ED-479-M639 Module D 09/01/22 – 08/31/23
 - ED-480-M649 Module E 09/01/22 – 08/31/23
- Spring 2023
 - SE-322-60 Inclusion Strategies
 - ED-476-VAR Module A 12/01/20 – 11/30/21
 - ED-477-VAR Module B 12/01/20 – 11/30/21
 - ED-478-VAR Module C 12/01/20 – 11/30/21
 - ED-479-VAR Module D 12/01/20 – 11/30/21
 - ED-480-VAR Module E 12/01/20 – 11/30/21
- Summer 2023
 - ED-476-VAR Module A June – August (and prior sections)
 - ED-477-VAR Module B June – August (and prior sections)
 - ED-478-VAR Module C June – August (and prior sections)
 - ED-479-VAR Module D June – August (and prior sections)
 - ED-480-VAR Module E June – August (and prior sections)

- Fall 2023
 - SE-322-60 Inclusion Strategies
 - ED-476-M609 Module A 09/01/23 – 08/31/24 (prior sections, and Oct - Dec)
 - ED-477-M619 Module B 09/01/23 – 08/31/24 (prior sections, and Oct - Dec)
 - ED-478-M629 Module C 09/01/23 – 08/31/24 (prior sections, and Oct - Dec)
 - ED-479-M639 Module D 09/01/23 – 08/31/24 (prior sections, and Oct - Dec)
 - ED-480-M649 Module E 09/01/23 – 08/31/24 (prior sections, and Oct - Dec)
- Spring 2024
 - SE-322-60 Inclusion Strategies
 - ED-476-VAR Module A (Sections for Feb – May, and prior sections)
 - ED-477-VAR Module B (Sections for Feb – May, and prior sections)
 - ED-478-VAR Module C (Sections for Feb – May, and prior sections)
 - ED-479-VAR Module D (Sections for Feb – May, and prior sections)
 - ED-480-VAR Module E (Sections for Feb – May, and prior sections)
- Summer 2024
 - SE-322-60 Inclusion Strategies
 - ED-476-VAR Module A (Sections for June – August, and prior sections)
 - ED-477-VAR Module B (Sections for June – August, and prior sections)
 - ED-478-VAR Module C (Sections for June – August, and prior sections)
 - ED-479-VAR Module D (Sections for June – August, and prior sections)
 - ED-480-VAR Module E (Sections for June – August, and prior sections)
- Fall 2024
 - ED-290 DS: I61 Child Development 1/1/Hybrid
 - ED-395 PR: I60 Practicum in Education/1/Hybrid

Graduate Courses Taught (Enrollment/Grade Range/Type)

- Fall 2009
 - ED 594 N01 (4458) Atypical Populations of the Gifted /5/Evening
- Spring 2010
 - ED 595 E01 (1457) Program Development & Evaluation /12/Online
 - ED 598 E01 (1459) Internship in Education – Gifted /6/Online
- Summer 2010
 - ED 500 L01 (3027) Educational Research /15/Evening
 - ED 516 EL1 (3028) Understanding Gifted Populations /17/Online
 - ED 596 E01 (3060) Current Trends & Issues in Gifted Education /7/Online
 - ED 598 L01 (3032) Internship in Education – Gifted /5/Blended
- Fall 2010
 - ED 517 E02 (4631) Methods, Materials, and Resources for the Gifted /15/Online
 - ED 566 001 (4176) Internship – MAT /6/Blended
 - ED 594 E02 (4672) Atypical Populations of the Gifted /9/Online
 - ED 598 N01 (4178) Internship in Education – DI /1/Blended
- Spring 2011

- ED 530 E01 (1429) Counseling the Gifted Student /1/Online
 - ED 595 E01 (1435) Program Development & Evaluation /12/Online
 - ED 598 E02 (1437) Internship in Education – Gifted /6/Online
- Summer 2011
 - ED 516 EL1 (3612) Understanding Gifted Populations /14/Online
 - ED 596 E01 (3646) Current Trends & Issues in Gifted Education /4/Online
 - ED 598 L01 (3616) Internship in Education – Gifted /6/Blended
- Fall 2011
 - ED 517 E02 (4459) Methods, Materials, and Resources for the Gifted /10/Online
 - ED 566 001 (4465) Internship – MAT /5/Blended
 - ED 598 N01 (4466) Internship in Education – DI /2/Blended
- Spring 2012
 - ED 530 E01 (1923) Counseling the Gifted Student /4/Online
 - ED 598 E02 (1928) Internship in Education – Gifted /6/Online
- Summer 2012
 - ED 516 EL1 (3096) Understanding Gifted Populations /16/Online
 - ED 596 E01 (3130) Current Trends & Issues in Gifted Education /3/Online
 - ED 598 L01 (3099) Internship in Education – Gifted /1/Blended
- Fall 2012
 - ED 594 E01 (4659) Atypical Populations of the Gifted /5/Online
 - ED 598 001 (4238) Internship in Education – DI /1/Blended
- Spring 2013
 - ED 598 E02 (1363) Internship in Education – Gifted /7/Online
- Summer 2013
 - ED 596 E01 (3265) Current Trends & Issues in Gifted Education /2/Online
 - ED 598 L01 (3101) Internship in Education – Gifted /2/Blended
- Spring 2014
 - ED 598 L01 (1531) Internship in Education – Gifted /4/Online
- Summer 2014
 - ED 516 EL1 (3026) Understanding Gifted Populations /19/Online
 - ED 598 L01 (3029) Internship in Education – Gifted /3/Blended
- Spring 2015
 - ED 595 E01 (1531) Program Development & evaluation – Gifted /10/Online
 - ED 598 E01 (1532) Internship in Education – Gifted /7/Online
 -
- Summer 2015
 - ED 596 E01 (3152) Current Trends & Issues in Gifted Education /3/Online
 - ED 598 L01 (3103) Internship in Education – Gifted /3/Blended
- Fall 2015
 - ED 306 001 (4196) Intro to Exceptional Children /15/Day
 - ED 517 E01 (4219) Methods & Materials for Teaching the Gifted /5/Online
 - ED 552 E01 (4222) Curriculum Development /5/ Online
- Spring 2016
 - ED 406 002 (1707) Internship (K-8) /5/Day
 - ED 530 E01 (1078) Affective & Social Needs of the Gifted /5/Online
 - ED 595 E01 (1081) Program Development & evaluation – Gifted /3/Online

- ED 598 E01 (1082) Internship Gifted Instruction /1/Online
- Summer 2016
 - ED 516 EL1 (3070) Understanding Gifted Populations /10/Online
 - ED 596 E01 (3084) Current Trends & Issues in Gifted Education /2/Online
 - ED 598 L01 (3073) Internship in Education – Gifted /2/Blended
- Fall 2016
 - ED 517 E01 (4164) Methods & Materials for Teaching the Gifted /9/Online
 - ED 552 E01 (4167) Curriculum Development /6/ Online
- Spring 2017
 - ED 595 (1134) Program Development & Evaluation/7/Online
- Summer 2017
 - ED 596 (3094) Current Trends/Issues in Gifted Education/3/Online
- Fall 2017
 - ED 500 (4793) Educational Research/1/Online
 - ED 517 (4249) Methods, Materials, and Resources for the Gifted/6/Online
 - ED 552 (4251) Curriculum Development/5/Online
- Spring 2018
 - ED 530 E01 (1742) Affective & Social needs of the Gifted Student /2/Online
 - ED 595 E01 (1116) Program Development & Evaluation/6/Online
 - ED 600 E01 (1746) Leadership through Action Research/2/Online

Course/Curriculum Development

Summer Enrichment Program

- Leadership Enrichment Program (LEP) Curriculum Design 2006
- LEP redesign 2010

Mississippi University for Women

- As part of the NCATE SPA report all courses in the Gifted Education Masters were realigned to match the new standards (ED 516, 517, 530, 594, 595, 596, and 598) 2009, 2014, 2018
- ED 206 – Redesigned and made current 2017
- Development of Elementary Residencies I – III (ED 311, ED 367, ED 335) 2017
- Redesign and development of the MAT program 2017
- Leadership Curriculum for Mississippi Governor’s School 2011
- Redesign for MGS Leadership 2017

Lewis-Clark State College

- ED-452 Internship Seminar
- PACE Mastery-Based Pathway for certification (non-traditional route)
 - ED 476 Learner development & differentiation (Module A)
 - ED 477 Creating an environment that fosters college and career ready skills (Module B)
 - ED 478 Creating an environment for all learners (Module C)
 - ED 479 Differentiation and application of content (Module D)
 - ED 480 Designing instruction and assessment literacy (Module E)
- Master of Education (Core Proposal)
 - ED 500 Action Research
 - ED 501 Leadership through Professionalism

- ED 502 Leadership in Curriculum Development & Supervision
 - ED 5XX Master of Education Internship
 - ED 5XX Master of Education Capstone
- Master of Education (MAT Proposal)
 - ED 523/ED 4XX Instructional Assessment Practices & Procedures*
 - ED 510/ED 4XX Managing Instructional Environments
 - ED 520 Understanding Gifted Populations*
 - ED 532 Content and Disciplinary Literacy*
- Master of Education (Blended Early Childhood/Early Childhood Special Education Proposal)
 - ED 530 Early Reading Literacy Development (Pre-K - 3)*
 - ED 5XX Child Development
 - ED 5XX Family/Community Relationships
 - ED 5XX Instructional Assessment Practices & Procedures
 - ED 5XX TBD – Course is not yet defined or developed
- Master of Education (Blended Elementary Education/Special Education Proposal)
 - ED 531 Expanding Reading Literacy Development (Grades 4-12)*
 - ED 5XX Content Methods
 - ED 5XX Technology
 - ED 5XX Instructional Assessment Practices & Procedures*
 - ED 5XX TBD – Course is not yet defined or developed
- Master of Education (Exceptional Child Generalist Proposal TBD)
- Master of Education (Gifted Studies Proposal)
 - ED-520 Understanding Gifted Populations*
 - ED-521 Critical & Creative Thinking
 - ED-522 Affective & Social Needs of the Gifted
 - ED-523 Instructional Assessment Practices & Procedures*
 - ED-524 Program Development & Evaluation
- Master of Education (Reading Literacy Proposal)
 - ED-530 Early Reading Literacy Development (Pre-K - 3)*
 - ED-531 Expanding Reading Literacy Development (Grades 4-12)*
 - ED-532 Content and Disciplinary Literacy
 - ED-523 Instructional Assessment Practices & Procedures
 - ED-534 Literature for the Child & Adolescent
- Master of Education (Teacher Leader Proposal – in development)
- Master of Education (Critical and Creative Thinking Proposal – in development)
- Master of Education (Applied Behavior Analysis BCBA Proposal – in development)
- Master of Education (Trauma Informed Care Proposal – in development)
- Redesign of the Secondary Teacher Education Pathways (beginning 2024)
- Redesign of the AAS – General Studies: Bachelors in Early Childhood Development emphasis to AAS – Blended Early Childhood – Special Education Bachelors w/ endorsement (beginning 2024)
- Registered Apprenticeship Model for LC State, all academic areas

**Note: Courses are included to show complete program proposals but are duplicated in some programming.*

Published Teaching Materials

Betts, Toy, Vasquez. (2006). *The young gifted child and the autonomous learner model*. Greeley, CO: ALPS Publishing

Lupart, J., Toy, R. (2009). Twice exceptional: Multiple pathways to success. In L. A. Shavinina (Ed.), *International handbook on giftedness* (pp.507-525). Springer Netherlands

Omdal, S., Rude, H., Betts, G., & Toy, R. (2010). American Indian Students: Balancing Western and Native Giftedness. In J. A. Castellano & A. D. Frazier (Eds.) *Special Populations in Gifted Education: Understanding Our Most Able Students From Diverse Backgrounds*. Woodway, TX: Prufrock Press Inc.

Toy, R. (2015). Differentiation of Processes for the Gifted, in F. A. Karnes & S. M. Bean (Eds.) *Methods and Materials for Teaching the Gifted* (4th ed.). Waco, TX: Prufrock Press.

Additional Teaching

Mississippi Governor's School

- Assistant Director of Curriculum 2010
- Leadership Facilitator 2010, 2015, 2017
- Medical needs supervisor 2010

Leadership Enrichment Program, University of Northern Colorado

- Facilitator, Summer 2005
- Academic Director, Summer 2006 – 2009, 2010 – 2013

Supervision of teachers for the Summer Enrichment Program

- Teacher Mentor, Summer 2006

Teaching Apprenticeship, University of Northern Colorado, Fall 2005

- EDSE 683 Nature & Needs of Learners who are Gifted

Platteville Elementary School / South Valley Middle School, Fall 2004 – Fall 2009

- Gifted and Talented Teacher
- Mentor Teacher, 2009

Butler Elementary School, Fort Lupton Colorado, 2002 - 2004

- General Elementary Music Teacher

Academic Advising Effectiveness & Competence

Current Advisees: 40

- Elementary, Secondary, and General Studies Majors

Scholarly & Professional Activities

Publications

Betts, Toy, Vasquez. (2006). *The young gifted child and the autonomous learner model*. Greeley, CO: ALPS Publishing

Lupart, J., Toy, R. (2009). Twice exceptional: Multiple pathways to success. In L. A. Shavinina (Ed.), *International handbook on giftedness* (pp.507-525). Springer Netherlands

Omdal, S., Rude, H., Betts, G., & Toy, R. (2010). American Indian Students: Balancing Western and Native Giftedness. In J. A. Castellano & A. D. Frazier (Eds.) *Special Populations in Gifted Education: Understanding Our Most Able Students From Diverse Backgrounds*. Woodway, TX: Prufrock Press Inc.

Toy, R. (2015). Differentiation of Processes for the Gifted, in F. A. Karnes & S. M. Bean (Eds.) *Methods and Materials for Teaching the Gifted* (4th ed.). Waco, TX: Prufrock Press.

Professional Development

Meridian Public Schools

- Underachievement (10/17/2012)
 - Full day in-service working with teachers of the gifted to assist them in understanding needs/characteristics as well as best practices in services for to improve student engagement and achievement.

Positive Partnerships

- Marzano Strategies & Professional Learning Communities (2009-2010)
 - Working to assist facilitators and teachers in the implementation of research based strategies to improve student achievement.

Lowndes County Schools

- Performance Assessment (8/2009)
- Communication, Consultation, Collaboration (8/2009)

Weld RE-1 School District

- The three C's for creative partnerships (2009)
- Differentiation for Gifted Students (2008)
- The Autonomous Learner Model (2007, 2008, 2009)

National Conference of Governor's Schools

- Collaboration During a Changing Landscape (Fall 2019)
 - Series of Zoom workshops regarding the need for virtual opportunities for students.
- Realities of COVID-19 on programming (Spring 2020)
 - Series of Zoom conference presentations/workshops on professional development for faculty/staff in Governor's Schools.

Lewis-Clark State College (Mastery-Based Pathway PD)

- Adapting instruction for learning 2019
- Alignment and integration of assessments 2019
- Research and support materials for instruction 2019
- Functional Behavior Assessment 2010
- Student use of technology in the classroom 2020
- Response to Intervention as part of PBIS 2020
- Multi-tiered system of supports (MTSS) 2021
- Creating Assessments that matter 2021

- Understanding student development & differences 2021
- Compensation strategies for access and performance 2022
- The classroom environment & why it matters. 2022
- Formative, summative, formal, and informal: Using assessment for student success 2022
- Using Evidence to tell your story. 2022
- Considering your dispositions and their impact. 2023
- The importance of “soft skills” in student success. 2023
- Portfolios and presentations. 2024
- Using assessment to inform planning and instruction. 2024
- The power narrative and informative writing. 2024

Presentations

Lewis-Clark State College

- A Matter of Choice 9/19/2023

Idaho State Board of Education Meeting

- LCSC Alternative Pathways for Teacher Certification 10/18/2023

Idaho School Boards Association’s Annual Convention Coeur d’Alene, ID

- Alternative & Non-Traditional Pathways Toward Certification 11/09/2022

Understanding Your Gifted Child Conference Starkville, MS 03/08/2016

- Social-Emotional Needs of Gifted Children
- Grade Acceleration: Is this a Viable Option for My Child

Gwinnett Association for Gifted Education (GAGE) Gwinnett, GA

- Invited Keynote address: Motivation or Consternation?: Assent, Achievement, and Artful thought, 03/06/2010
- SENG Parent Groups 03/06/2010
- ALM for K – 3 03/06/2010

Teachers of the Gifted Instructional Forum (TGIF) Columbus, MS

- A look at the 2017 Outcomes for Gifted, 2/16/2018
- Get your game face on, 2/16/2018
- Mock trial revisited (Co-Presenter), 2/16/2018
- Improving the Debate (Co-Presenter, 2/16/2018
- Roundtable Facilitator Putting the new standards into practice, 2/17/2017
- Materials for practicing professionals, 2016
- Practical applications for teachers 2015
- Roundtable Facilitator Current trends & Needs in Gifted Education 2/21/2014
- Implications for gifted regulations in MS 2/22/2013
- Dweck’s Mindset: Praise Research 2/22/2013
- Social & Emotional Needs for Gifted Learners 2/22/2013
- Albert’s Insomnia 02/24/2012
- A Quick Look at Standards: Serving our students with support, 02/18/2011
- Promoting Parent Partnerships and Practices: SENG, 02/24/2010

Mississippi Association for Gifted and Talented Children (MAGC)

- How does belonging to MAGC benefit you? 11/02/2017
- Advisory Board Meeting & Report of the Conference 09/07/2016

- Advisory Board Meeting; Needs Assessment & Report of the Conference 10/2/2015
- MAGC Conference (Co-Presenter) W Gifted Net: Next Generation Environments for Teachers of the Gifted 10/2/2014
- Advisory Board/Past Presidents Meeting: Needs for the future of MAGC 10/2/2014
- Assessment Panel; Psychometric Best Practices, 9/25-27/2013
- Targeting conflict management; Time, relationships, and tasks.
- Coaching Teachers on the use of Checklists for Nomination 9/26/2012
- Distress to De-stress 09/30/2010
- Object-tivity, Subject-tivity, & Creativity 09/30/2010
- The Autonomous Learner Model for young children K-3 09/24/2009
- Characteristics of Individuals who are Gifted: Self-Reports 09/24/2009

Roger F. Wicker Center for Creative Learning

- Assessment: Making it simple and full of flavor, 09/19/2009

ALPS International Conference (June)

- Young Learner and the ALM, 2005
- ALM for Early Achievement, 2006
- K – 3 ALM & the KOI, 2007
- Dimensions 1 – 3 and Young Children, 2008
- ALM Activities for Early Success, 2009
- Characteristics of Individuals who are Gifted, 2009

National Association for Gifted and Children

- How to Differentiate for the Gifted Family: A Team Approach 11/17/2012
- Surviving the deluge: Trying to understand the characteristics individuals who are gifted and talented 11/04/2011
- Following the Autonomous Learner; A proactive approach to the development of the gifted and talented. 11/05/2011
- ALM for K – 3, 2009
- Characteristics of Individuals who are Gifted: Analysis of Self-Report Scores, 2009
- Young Child and the Autonomous Learner Model, 2006
- Introversion & Extraversion of Gifted Individuals, 2005

National Association for Alternative Certification (NAAC)

- Mastery-Based Pathway to Certification: A Collaborative Approach 04/15/2020 – *Accepted for presentation; however, the conference was cancelled due to COVID-19*

National Conference of Governor's Schools

- NCoGS academic journal(s): A presentation to consider the written word. 10/14/2022
- Advocacy for programming of quality 1/15/2022
- Does it matter if I am Gifted? 10/08/2021
- A design for recognition, NCoGS moving forward 10/8/2020
- The use of data and collaboration across programs for accreditation 10/10/2019
- The VALUE of student growth in program assessment; Using the AAC&U rubrics at MGS – 10/12/2018
- Making quantitative assessment part of your program – 10/14/2017
- The status of the NCoGS website; future directions & member benefits – 10/12/2017
- Recruitment, retention, and marketing; How NCoGS can expand face value – 10/13/2016

- The state of the Mississippi Governor's School 2010 – 2016
- Colorado Association for Gifted and Talented Conference (CAGT)
- The young Gifted Child and the Autonomous Learner Model, 2007
 - ALM & Activities involving young children, 2006
 - Invited Keynote address: The Voice of Promise and the Young Learner, 2005
- Columbus Municipal School District
- Cook Elementary; Effects of acceleration on advanced elementary students; A case for grade skipping.
 - Columbus Middle School Columbus, MS
The impact of mediocrity on advancing student learning; Why acceleration works for intellectually capable students.
- Annunciation Elementary School Columbus, MS
- Advantages and disadvantages to private school for acceleration; Finding the best solution for student success.
- Council for Exceptional Children
- ALM Presentation 2012
- MUW Faculty Senate 03/11/2016
- Report of research on the Status of Faculty Salary at Peer Institutions

Grants

MacArthur Foundation Grant Invitation

- National Conference of Governor's Schools, A Governor's School in Every State (*with Celeste Archer*) \$100,000,000 (*not funded*) – Grant discontinued

LCSC Faculty Development Grant

- Duties as President of NCoGS \$985 (Funded) 2018
- Presentation at NCoGS \$1000 (Funded) 2022

APIL Teaching Innovation Grant Columbus, MS

- Using GoReact as a reflective decision-maker \$800 (Funded) 2017
- Classroom communication, collaboration, & consultation; Using Ipads and Nearpod Spring 2015 (Partially funded for joint purchase of 5 16GB iPads with protective cases for two pilot studies in education with M. Riley, A. Coleman, & B Dickey).

Appalachian Teaching Grant

- Co-Author; Children's Guide to Columbus (Funded)

Roger F. Wicker Center for Creative Learning Grant Columbus, MS

- Action Research Proposal Interactive Whiteboard Training \$1,000 (Funded)

NEA Foundation Learning & Leadership Grant 2006

- Differentiation for gifted students (not funded)

University & Community Service

Department

Mississippi University for Women

- Master of Ceremonies, Mississippi Hall of Master Teachers – 2012
- Member of New Faculty Searches (Education) 2009 – 2013, 2015, 2016, 2018
- Member of New Faculty Searches (Art) 2012 – 2014

- Member of New Faculty Searches (Music) 2015
- NCATE team for MUW Department of Education, Chair of Gifted SPA report, Chair of Diversity Sub-Committee 2011 – 2013
- Participant in steering committee for Graduate Studies in Education 2010
- Project Laceup (planning and instruction) 2012
- Recruitment at East Mississippi Community College 2010
- Teacher Education Council member 2009 – 2018
- Teacher Education Faculty Member (TEF) 2009 – 2012, 2014 – 2017
- Coordinator of Gifted Studies 2009 – 2017
- Coordinator of Graduate Studies in Education 2017 – 2018
- EPP Data Review Team (Graduate Representative) 2015 – 2018
- CAEP Chair (Diversity & Standard 3) 2015 – 2018
- Proctor, Comprehensive Exams 2009 - 2018
- DAP Interview Team 2016 – 2018
- MAT redesign Co-Chair 2017
- Senior Block Coordinator, Fall 2017
- CASE Accreditation collaborator 2017
- Graduate Recruitment for combined M.Ed. Program, 3/7/2018

Division

Lewis & Clark State College

- Recruitment for Mathematics 2022 - Current
- Recruitment for Early Childhood 2022 - Current
- Accreditation Coordinator 2022 - Current
- Search Chair, CDA PACE 2022 – 2023
- Search Team, SPED Spring 2022
- Tenure & Promotion Chair, Teresa Carmack 2022
- Recruitment for PACE Program (Regions I – VI) 2018 – Current
- Recruitment for Undergraduate Education Programs (Regions I – VI) 2018 – Current
- Restructuring the PACE Program 2018 – 2023
- Creating a Mastery Pathway for Certification 2018 – 2024
- Elementary PACE design for areas outside of Region I 2018 – 2023
- Lead for implementation of GoReact 2018 – 2024
- Collaboration with Assistant Chair for restructure of CAEP assessments 2018 - 2022
- Collaboration with Community Colleges for accelerated pathways 2018 - Current
- Accreditation Team, Education 2020 – Current
- Secondary Education Committee 2019 – Current
- Warrior Preview Day Presentations 2000 – Current
- ASL Club Sponsor 2022 – 2023
- Curriculum Mapping for Education 2022 – Current

College

Mississippi University for Women

- Faculty Senate 2010 – 2013, 2013 – 2016
- Scholars Day Recruitment 2009 – 2018
- APIL Specialist (Education) 2015, 2018

Lewis & Clark State College

- IACTE representative 2022 – Current
- Faculty Association Member 2018 – Current
- Faculty Senate Member 2019 – 2022
- Faculty Senate Secretary 2019 – 2022
- Faculty Association Secretary 2019 – 2022
- Faculty Senate Alternate 2018 – 2019
- CTL Working Board Member 2018 – Current
- Creator Faire Exhibitor 4/15/2022
- LC State Name Change Committee lead 2023 – 2024
- Interim-Chair TEAM 2024 (summer) – Current

University

Mississippi University for Women

- Graduate Council – 2017
- Coordinator, Graduate Programs in Education – 2017
- Campus Dialogs Participant – 2012
- Course Evaluation Sub-Committee Member – 2012
- Grand Marshall, 2012 – 2014
- Member Administrative Council 2012 – 2014
- Member Expanded President's Cabinet 2012 – 2014
- Member MUW Athletics Committee (Phase I) 2012
- Member PIE Council, 2011 – 2012
- Member Presidential Inauguration Committee 2013
- President of Faculty Senate 2012 – 2015
- QEP Dialog participant – 2012
- SACS Subcommittee member, Institutional Effectiveness (2.5) 2012 – 2013
- Secretary of Faculty Senate 2011 – 2012
- Town & Tower Campus Cleanup at MUW 2010
- General Education Curriculum Committee Member 2012 – 2015, Chair 2013-2014
- Sustainability Committee 2014 – 2016
- Graduate Appeals Committee 2014 – 2018
- Traffic & Appeals Committee 2010, 2011, 2013, 2014, 2015
- Rogue Social Club Sponsor 2017 – 2018
- UN 101 Redesign Committee 2017 – 2018

Statewide

Mississippi

- Mississippi Association for Gifted Children (MAGC) Advisory Board Member 2011 – 2018

- (MAGC) Advisory Board Chair 2012 – 2016
- (MAGC) Supportive Funding Co-Chair 2016 – 2017
- (MAGC) Presidential appointee (Membership) 2017 – 2018
- National Conference of Governor's Schools (NCoGS) Board Member, State of Mississippi 2010 – 2018
- Mississippi Department of Education Gifted Regulations Committee Member 2011 – 2012
- Mississippi Department of Education Outcomes Review Team 2015 – 2017
- SENG Model Parent Group Facilitator, 2009 – 2018
- Columbus Municipal School District Parent Advocacy Development Facilitator, 2017
- Wassail fest Performances, 2014, 2015, 2017
- New Hope Elementary Federal Programs Committee Member, 2015 – 2019

Idaho

- State Department of Education
 - EPP Work Group – Standards 2021 – 2022
 - EPP Work Group – Evaluation – 2021 – 2023
 - EPP Work Group – Performance Measures 2022
 - EPP Review Team Member, NNU – 2022
 - EPP Work Group – State Review Process 2023 – Current
 - New Program Review (Early Literacy), NNU – 2024
 - Elementary Education/ Early Literacy Redesign 2021 (Spring)
 - Educator Standards Working Group Phase III 2021 (Spring)
 - Academic Freedom & Responsibility Policy Workgroup 2021 (Summer)
 - IACTE Collaboration – Online Mathematics – 2023 – 2024
 - IACTE Legislative Meeting – 2024, January
- National Conference of Governor's Schools (NCoGS) Member, State of Idaho 2018 – Current
- SENG Model Parent Group Facilitator, 2018 – 2024

National/International

- Praxis Multistate SPED (5355) Standards norming committee 12/5-7/2022
- CAEP Accreditation Council 4/30/2022
- Coordinator for Teachers of the Gifted Instructional Forum (TGIF) 2009 - 2018
- National Association for Gifted Children (NAGC) Publications Committee member 2010 – 2012
- Reviewer for the NAGC Parent Committee 2011
- NCoGS Journal (peer-reviewed), Editor – 2022 - Present
- NCoGS Scholar Showcase, Archivist – 2022 - Present
- NCoGS Immediate Past President 2022 - Current
- NCoGS President 2018 – 2022
- NCoGS President Elect 2012 – 2018
- NCoGS Executive Committee 2012 – Current
- SENG Liaison for the State of Idaho 2018 – Current
- SENG Liaison for the State of Mississippi 2010 – 2018

Memberships

- Alabama Association for Gifted Children 2016 – 2018
- Colorado Association for Gifted Children 2002 – 2009
- Council for Exceptional Children, 2004 – Current
- Mississippi Association for Gifted Children, 2009 – 2018
- National Association for Gifted Children, 2003 – Current (life member)
- National Conference of Governor's Schools 2010 – Current
- National Association for Alternative Certification 2018 – 2020 (*Organization Disbanded*)
- Supporting Emotional Needs of the Gifted, 2009 – Current

Other

- Evaluation of student success for acceleration (Lewiston, ID) 12/2022
- Capstone Committee Member, Celeste Archer Spring 2022
- Judge for Future Problem Solvers Competition 2009, 2010, 2012
- MUW Fall Concert Invited Participant – 2012
- Chair of Unified Arts Program District Council (Fort Lupton CO), 2004
- Judge Lowndes County Spelling Bee, 1/23/2018

Community Service

- Columbus Choral Society Bass Soloist (Faure Requiem), 2/24/2018
- Columbus Choral Society, 2009 – 2018
- Columbus Choral Society Treasurer, 2017 – 2018
- Co-Chair Columbus Ward Activities Committee, 2009 – 2010
- Gospel Doctrine Teacher LDS Columbus Ward 2010 – 2012
- President, Elder's Quorum LDS Columbus Ward 2011 – 2013
- Columbus Ward Bishopric, Second Counselor 2013 – 2015
- Columbus Ward Bishopric, First Counselor, 2015 – 2016
- Columbus Ward, Mission Leader, 2016 – 2017
- 11-year-old Boy Scout Leader, Troop 13, 2017
- Cub Scout Cubmaster, Pack 110, 2017 – 2018
- Cub Scout Den Leader, Pack 110, 2017 – 2018
- Director of Priesthood Chorus, Tupelo Mississippi Stake 2011 – 2017
- Learning Matters segment on Over-scheduling kids, 2011
- Learning Matters segment on Summer Discovery, 2012 – 2013
- Learning Matters segment on Mississippi Governor's School, 2012 – 2013
- Boy Scouts of America Merit Badge Counselor, Troop 13, 2009 – 2018
- Boy Scouts of America Merit Badge Counselor, Troop 13, 2018 – 2020
- Executive Secretary, Lewiston 3rd Ward 2018 – 2024
- Deacon's Quorum Advisor, Lewiston 3rd Ward 2024 – Current
- Palouse Choral Society Executive Board Secretary 2023 – 2024
- Palouse Choral Society Chamber Choir Tenor 2022 – 2024
- Palouse Choral Society Concert Choir Tenor 2022 – 2024
- Palouse Choral Society Soloist 2022

- Pinecrest of Lewiston Charter School Board Vice Chair 2022 – 2024
- Pinecrest of Lewiston Interest Meeting Presenter – Fall 2022

Academic/Research Interests

- Young exceptional children
- Twice-exceptional students
- Underachievement & Motivation
- Processes for educating the Gifted
- International collaboration on giftedness
- Identification and programming for exceptional individuals
- Multicultural implications of identification and programming for exceptionality
- Characteristics of exceptionality
- Early childhood education
- Alternative Education

Matthew Joseph Pollard

Current Position

- **Lead Science and Math Teacher** 2012 to Present. Paradise Creek Regional High School, Moscow ID. Responsibilities include teaching all secondary math and science. *Paradise Creek Regional High School* is the regional public alternative high school for at-risk secondary students.
- Science Classes Taught: Biology, Chemistry, Physics, Astronomy, Botany, Entomology, Environmental Science, Ecology, Electronics, Anatomy and Physiology, Forensics, Earth Science, Computer Science
- Math Classes Taught: Pre-Algebra, Financial Algebra, Algebra I, Algebra II, Geometry, Statistics, Pre-Calculus, Trigonometry, Calculus, Math 143 and 144 (Dual Enrollment with UI)

Education

- **Secondary Chemistry Teaching Certificate.** June 2012, State of Idaho. Advanced Professional Endorsement 7/2020. Certifications include Natural Sciences, Physical Sciences and Mathematics. Renewed 2022.
- **Ph.D. Physical and Analytical Chemistry.** 2005, University of Idaho, Moscow, ID. Major Professor: Peter R. Griffiths. Dissertation Title: "Part I: $H + O_2 \rightarrow OH + O$ Reaction Cross-Section Measurements from 17.3 to 23.5 kcal/mol. And Part II: The Infrared Spectroscopy Study of Powdered Materials"
- **B. S. Chemistry.** 1998, California Polytechnic State University, San Luis Obispo, CA.

Teaching Experience

- **April through June 2012** Colton School, Colton WA. Long term substitute for all secondary science classes: 8th grade Earth Science, 9th grade Physical Science, 10th grade Biology, 11th grade Honors Chemistry and 12th grade Honors Physics and 11th and 12th grade Anatomy and Physiology.
- **Spring Semester 2012** Potlatch Jr.-Sr. High School, Potlatch ID. Teacher Candidate for 8th grade Earth Science, 9th grade Physical Science, 11th grade Chemistry and 12th grade Forensics.
- **March 11, 2005** Ion Mobility Short Course. Taught the IMS short course with Professor Herbert Hill. Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy, Orlando, FL.
- **Fall Semester 2004** Gonzaga University, Spokane WA. Instructor for *General Chemistry* and *General Chemistry Laboratory, 101 and 101L*
- **1999-2003** University of Idaho, Moscow, ID. Teaching Assistant for *Physical Chemistry Laboratory, 303, 307, & 308*
- **2002** University of Idaho, Moscow, ID. Teaching Assistant for *General Chemistry Laboratory, 101*

Professional Experience

- **November 2010 – January 2012.** University of Idaho, Moscow ID. Postdoctoral Fellow in Professor Ray von Wandruszka's Laboratory. Focus of research was to develop optical fiber based sensor for detection of explosives and their potential interferants. Successfully developed a novel sensor for the detection of nitroaromatics; sensor to be patented in 2012 by the University of Idaho.
- **November 2006 – June 2010.** Alturas Analytics, Inc. Moscow ID. Senior Scientist. Responsible for analytical method development, validation and the analysis of incurred samples in accordance with current US FDA regulations. Responsible for service, repair and maintaining laboratory instrumentation

including HPLC systems, triple quadrupole mass spectrometers and typical chemistry laboratory equipment. Additional duties include writing study reports, Standard Operating Procedures, test methods and other company and laboratory procedures. Directly manage two Scientists.

- **July 2005 – November 2006.** Washington State University, Pullman, WA. Postdoctoral Fellow in Professor Herbert Hill's Laboratory. Research utilized atmospheric pressure ion mobility spectrometry and mass spectrometry systems for the chromatographic separation and identification of isomeric and conformational carbohydrates and peptides; additional species included explosives and their potential interferants. Mass spectrometers used included orthogonal time-of-flight, quadrupole and ion traps. Laboratory work also included ion mobility instrument design, manufacturing and modification, along with the necessary ion mobility and mass spectrometry instrument service, repair, upgrades and maintenance. Additional responsibilities included managing two grants in parallel and directing and mentoring three graduate students and two undergraduate students. Research resulted in patent # 7,560,688.
- **Fall Semester 2004.** Gonzaga University, Spokane, WA. One semester sabbatical replacement. Lecturer in General Chemistry; responsibilities included teaching one section (40 students) of Chemistry 101 and three sections of accompanying laboratory.
- **2003 - July 2005.** University of Idaho, Moscow, ID. Research Assistant in Professor Peter Griffiths' Laboratory. Investigated the effect of 1 to 10 μ m size particles on open-path FT-IR measurements, modeling the effects of instrument resolution on small gas-phase molecules in Open-Path FT-IR measurements and investigating the validity of commercial reference databases. Laboratory work included extensive modification of commercially available FT-IR instrumentation for use in open-path measurements. Additional responsibilities included editing the second edition of *Fourier Transform Infrared Spectrometry* by Griffiths and de Haseth.
- **1999-2003.** University of Idaho, Moscow, ID. Research Assistant in Professor T. Rick Fletcher's Laboratory. Measured the absolute reaction cross section for H + O₂ at near threshold energies. The nascent OH product was measured with laser induced fluorescence. Additional research involved studying the NO + NH product channel from H + N₂O, following the product through NO laser induced fluorescence. Laboratory work included Nd:YAG and dye laser service, repair, and maintenance, designing and machining of apparatus for said experiments (vacuum chambers, optic holders, etc) and use of high-vacuum systems.
- **1998-1999.** Oread Pharmaceutical, Palo Alto, CA. Analytical Chemist in a pharmaceutical manufacturing facility. Responsibilities included chemical analysis of new drugs and HPLC and GC method development to chemically test new drugs for residual solvents and impurities.
- **Summers 1994 through 1997.** Space Systems/Loral, Palo Alto, CA. Developed testing algorithms and software for the break-in and testing of Ni-H batteries for use in communication satellites and the ISS. Assisted in the design, manufacturing and testing of bipolar batteries.

Representative Technical Experience

Very strong hands-on technical abilities, including scientific instrument service, troubleshooting, repair and calibration. Quickly learns and understands the intricacies of scientific instrumentation, allowing for swift troubleshooting, repair, improvements and modifications to facilitate accurate and precise routine use. Representative instruments include mass spectrometers, UV, VIS and IR and Fluorescence spectrometers, laser spectroscopy, and all associated test and control electronics and periphery instrumentation. Detailed Examples include:

- Ion Mobility Spectrometer instrument modeling, design, fabrication and operation
- Mass Spectrometer operation, design, repair, maintenance and fabrication (single and triple quadrupole, trap and TOF)
- Various ion-source utilization including DESI, DART, MALDI, ESI, APCI, Corona, and ⁶³Ni
- Extensive FT-IR instrument design, theory, repair and manufacturing
- Visible and ultraviolet nanosecond laser spectroscopy (Nd:YAG, dye) and reaction dynamics including LIF and Stimulated Raman Excitation and CARS
- High Vacuum and Ultra High Vacuum techniques

- Software experience including SolidWorks, LabVIEW and MatLAB
- Simple digital and analog circuit design and fabrication
- Extensive laboratory and test equipment use, including oscilloscopes, signal analyzers, lock-in amplifiers, photon counters, CCD arrays, PMTs, EMTs, GPIB/IEEE 488 communication, digital delay generators, boxcar averagers, etc.
- Extensive milling machine, lathe use and general machine shop and metal working skills

Selected Publications

- “Construction and Evaluation of a Fluorescent Sensor for the Detection of High Explosives” by Ray von Wandruszka, Matthew Pollard and Michael Spinner. *Analytical Letters* 46(2), pg 266-274. 2013
- “Ion Mobility- Field Asymmetric Ion Mobility-Mass Spectrometry” Matthew J. Pollard, Christopher K. Hilton, Hongli Li, Kimblery Kaplan, Richard A. Yost and Herbert H. Hill. *International Journal for Ion Mobility Spectrometry*. 14(1): 15-22. 2011.
- “Measurement of Atmospheric Ammonia, Methane and Nitrous Oxide at a concentrated dairy production facility in Southern Idaho using Open-Patch FTIR Spectrometry.” D. L. Bjorneberg, A. B. Leytem, D. T. Westermann, P. R. Griffiths, L. Shao, M. J. Pollard. *Transactions of the American Society of Agricultural and Biological Engineers*. 52(5): 1749-1756. 2009.
- “Ion Mobility- Differential Mobility-Mass Spectrometry” Matthew J. Pollard, Herbert H. Hill *Patent No. 7,560,688*, 14 JUL 2009.
- “A Mechanistic Study of the Low Temperature Conversion of Carbon Monoxide to Carbon Dioxide over a Cobalt Oxide Catalyst” Matthew J. Pollard, Benjamin A. Weinstock, Peter R. Griffiths, A. Piers Newbery and John B. Paine III, *Journal of Catalysis* 254(2): 218-225. 2008.
- “Investigation of the Christiansen Effect in the Mid-Infrared Region for Airborne Particles” Matthew J. Pollard, Peter R. Griffiths, Koichi Nishikida. *Applied Spectroscopy*, 61(8):860-866, 2007.
- “Separation and Fragmentation of Isomeric Peptides with a two gate Ion Mobility- Ion Trap Mass Spectrometer” Matthew J. Pollard, Herbert H. Hill. *Analytical and Bioanalytical Chemistry* 2009, 394, (7), 1853-1867.
- Clowers, B. H.; Hill, H. H.; Dwivedi, P.; Pollard, M. Mass analysis of mobility selected ion populations. 2006-582198 2007158543, 20061016., 2007.
- “Separations and MS³ fragmentation of three trisaccharides with Ion Mobility-Differential Mobility- Mass Spectrometry” Matthew J. Pollard, Herbert H. Hill, Brad Bendiak. *Manuscript in preparation*

Selected Contributed Talks

- “Updating School Board Policy for Bullying” Matthew Pollard and Hayden Hensley, Idaho Prevention and Support Conference, Sun Valley ID, April 15, 2017
- “Creating a NASA-Based Research Environment in a High School Classroom: Mission to Outer Space” Matthew Pollard, Brant Miller. National Science Teacher’s Conference, Nashville, TN March 31, 2016
- “Detection of Airborne Explosives by Fluorescence Quenching” Matthew J. Pollard, Ray von Wandruszka, Gordon Research Conference Lucca, Italy, June 26- July 1, 2012
- “Chemistry, Pharma, FDA and a CRO” Matthew J. Pollard, Invited Talk, University of Idaho, Moscow ID, December 2, 2008
- “Advanced Methods for Explosives and Weapons Detection in Transportation Safety” Matthew J. Pollard. Invited Talk, Gonzaga University, Spokane WA. October 27, 2006

- “IMS-FAIMS-MS” Matthew J. Pollard, and Herbert H. Hill, Christopher K. Hilton and Richard A. Yost. International Society for Ion Mobility Spectrometry’s 15th International Conference, Honolulu, HI, July 27, 2006
- “Ion Mobility Spectrometry / High Field Asymmetric Waveform Ion Mobility Spectrometry / Ion Trap Mass Spectrometry (IMS/FAIMS/ITMS): Concepts, Challenges, and Benefits of A Novel Multistage Instrument” Christopher K. Hilton, Matthew J. Pollard, Herbert H. Hill, and Richard A. Yost. International Society for Ion Mobility Spectrometry’s 15th International Conference, Honolulu, HI, July 27, 2006
- “Atmospheric Analysis by Open Path Infrared Spectroscopy” Matthew J. Pollard, University of Idaho, Department of Chemistry Research Seminar. University of Idaho, Moscow, ID May 10, 2005
- “Open Path Infrared Spectroscopy at Dairy and Hog Operations” Matthew J. Pollard, University of Idaho Graduate Student Research Presentation. University of Idaho, Moscow, ID April 27, 2005
- “PART 1: Vibrational Control of Bimolecular Reactions: $H + N_2O$ & $H + O_2$ & PART 2: Open Path Infrared Spectroscopy Measurements at Cattle & Hog Farms” Matthew J. Pollard. Invited talk. Midwest Research Inc, Kansas City, MO, April 11, 2005
- “Completely Automated Open-Path FT-IR Measurements: How Chemometrics Have Revolutionized Atmospheric Measurements”, Peter R. Griffiths, Matthew J. Pollard, Husheng Yang. Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy, Chicago, IL. March 10, 2004
- “Examination of Catalytic and Deactivation Mechanisms for the Rapid Oxidation of CO Using Diffuse Reflection and Ultra-Rapid-Scanning FT-IR Spectrometry”, Benjamin A. Weinstock, Matthew J. Pollard and Peter R. Griffiths. Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy, Chicago, IL. March 11, 2004
- “Experiment Versus Theory for the $H + N_2O$ and $H + O_2$ Bimolecular Reactions” Matthew J. Pollard, Michael D. Wojcik and T. Rick Fletcher. Invited talk. California Polytechnic State University, San Luis Obispo, CA. October 9, 2002
- “Cavity-Ringdown Spectroscopy” Matthew J. Pollard. University of Idaho, Department of Chemistry Literature Seminar. University of Idaho, Moscow, ID, September 6, 2001
- “Reaction dynamics of N_2O , O_2 and Organic Peroxides” T. Rick Fletcher, Matthew J. Pollard, Michael D. Wojcik, Brian K. Keller. XVIIIth Conference on the Dynamics of Molecular Collisions, Copper Mountain, CO, July 2001

Selected Posters

- “Tiny Breathers: A Snapshot of Snail Respiration in the Galapagos”, Matthew J. Pollard and Christine Parent. Murdock Research Conference, San Diego CA, January 2022.
- “Optical Fiber Based Detection of Nitro-aromatic Explosives”, Matthew J. Pollard, Josie Lemke, Michael Spinner and Ray von Wandruszka. Trace Explosives Detection Workshop, Portland, OR April 11-15, 2012
- “Method Development and GLP Validation for the HPLC/MS/MS Bioanalysis of Vancomycin Extracted from Rat Plasma” Matthew J. Pollard, Chad Christianson and Shane R. Needham. 56th American Society of Mass Spectrometry Conference on Mass Spectrometry, Denver, CO, May 31, 2008
- “Separation of Post-Translationally Modified and Analogous Tryptic Peptide Ions by High-Field Asymmetric-Waveform Ion Mobility/Mass Spectrometry” Garrett, Jennifer A, Hilton, Christopher K, Pollard, Matthew J, Hill Jr, Herbert H, Yost, Richard A. 55th American Society of Mass Spectrometry Conference on Mass Spectrometry, 2007
- “IMS-FAIMS-MS-MS of Peptides and Phosphorylated Peptides” Matthew J. Pollard, Herbert H. Hill. American Chemical Society 232nd National Meeting & Exposition, San Francisco, CA September 11, 2006

- “Separation and Fragmentation of Isomeric Peptides with a two gate IMS-QIT Mass Spectrometer” Matthew J. Pollard, Brian Clowers, Bharath Kumar, and Herbert H. Hill. 54th American Society of Mass Spectrometry Conference on Mass Spectrometry, Seattle WA, May 29, 2006
- “Instrument resolution Effects for Open Path FT-IR Spectra of Small Molecules” Matthew J. Pollard, Limin Shao and Peter R. Griffiths. Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy, Orlando, FL. March 2, 2005
- “Investigation of the H + O₂ Reaction Cross Section at Near Threshold Energies” Matthew J. Pollard, T. Rick Fletcher. 49th Annual Western Spectroscopy Association Conference, Pacific Grove, CA. January 30 - February 1, 2002

Professional Organizations & Affiliations

- National Science Teacher’s Association, member since 2012
- American Chemical Society, Division of Physical Chemistry, member since 1996
- American Society for Mass Spectrometry, member since 2005
- University of Idaho, Bicycle Racing Club Faculty Advisor, 2011-12.
- Palouse Bicycle Racing: Youth Coach and Board Member. 2012-present
- Moscow Area Mountain Bikers Association. Board Member 2017-Present

Professional References

- Mr. Brian Smith, *Principal*, Paradise Creek Regional High School, Moscow ID 83843. (208) 882-3687. bsmith@msd281.org
- Dr. Ray von Wondruszka, *Professor and Department Chair*, University of Idaho, Department of Chemistry, Moscow ID 83844. (208) 885-2558, rvw@uidaho.edu

Amy McBride

mcbrideam@tfds.org

WORK EXPERIENCE

Principal “Instructional Leadership”

2013 – Current Robert Stuart Middle School, Twin Falls, ID

Associate Principal (2011-2013)

- Idaho Secondary Principal of the Year 2018, IASSP member since 2011
- Observed and evaluated teachers using the Danielson Framework, while providing multiple opportunities for teachers to grow professionally with positive and constructive feedback.
- Implemented a new discipline reporting and logging system using Google Docs.
- Created, distributed, and collected electronic parent surveys for TFSD secondary schools.
- Designed and modeled content and language objectives and highly effective instructional strategies at staff meetings.
- Collaboratively developed the vision and plan for implementing the Common Core State Standards using the backward design model.
- Demonstrated a variety of engagement and literacy strategies in the classroom with teachers co-teaching.
- Planned instruction and assessments with teachers while integrating Common Core literacy and writing standards.
- Met with and observed one teacher daily to give formative feedback on their current practices.
- Participated with peer observation rounds each week to facilitate the instructional reflection and improvement process.
- Cultivated excellent relationships with staff, students, parents, and other district administration.
- Coordinated and oversaw federal programs at RSMS, while collecting documentation for federal programs audit in 2012-2013.
- Contributed to district through committee work: Safety, Drop-out Prevention, Admin Salary Comparison, Long-Range Facility Planning, and Professional Development Planning Committees.

Instructional Coach “Relationships, Relationships, Relationships!”

2008-2011 Wendell School District, Wendell, ID.

District Test Coordinator “Data-driven Decision Making”

2003- 2008 Wendell School District, Wendell, ID.

English Teacher “Engaging Students”

1993-2011 Wendell High School, Wendell, ID.

Education and Credentials

Master’s in Education Leadership - Administration

University of Idaho, December 2010

Idaho Education Credential: Standard Secondary English 6-12 (“highly qualified” status)

Bachelor of Arts Iowa State University, May 1993.

Major: English, Secondary Education

36 continuing education credits from Idaho universities

Trainings

McRel Power Walkthrough Protocol

Danielson Framework for administrators

Project Leadership Level I, II, and III

CIP and WISE tool training

New Teacher Center Mentoring Program training

RTI Implementation

Sheltered Instruction Observation Protocol (SIOP)

Creating Independence through Student-owned Strategies (CRISS) certified trainer program

Common Core State Standards Implementation through TIA

MeLissa Rose, MSN, RN

PROFESSIONAL SUMMARY

Committed Nurse Leader with 15 years of experience delivering evidenced-based and compassionate care to patients while also serving in roles such as Lead/Charge RN, Case Manager and Preceptor. Excellent problem solver with proficiency in interpersonal communication, critical thinking and organization. Other areas of expertise include:

- School Nursing
- Patient Advocacy
- Team Building
- Obstetrics/Surgical Obstetrics
- Conflict Resolution
- Process Improvements
- Training and Development
- Data Management
- Protocol Development
- Interdisciplinary Collaboration
- Change Management
- Policy & Procedure Management

RELEVANT WORK EXPERIENCE

School Nurse

2021-Present

Lakeland Joint School District #272, Rathdrum, ID

- Assess, plan, evaluate and manage health services for primary and secondary schools
- Develop Emergency Plans for students who are at risk to experience potential life-threatening emergencies at school
- Identify students who may need special educational or health-related services and guide nursing/health-related aspects of 504 and/or IEP plan development
- Complete student assessments for PCS Services to aid in district reimbursement for services provided
- Assist students and guardian(s) to identify and utilize community resources
- Assist guardian(s) and teachers to identify and remove health-related barriers to learning
- Provide in-service training for teachers and staff regarding the individual health needs of students
- Supervise non-licensed personnel in the provision of health care services at assigned schools
- Evaluate the effectiveness of the health-related components of the IEP with the child, guardian(s) and other team members. Recommend revisions as needed.
- Continue to grow and develop professional knowledge of resources, special education laws, 504 regulations, abuse/neglect issues, medical technology and needs impacting student health
- Adhere to laws, policies, procedures and ethical standards of the school nursing profession

Clinical Nurse, OB Float/Charge Nurse

2017-2021

Newport Hospital and Health Services, Newport, WA

- Manage care of mother and fetus during labor and delivery in a rural health setting, prepare patients for C/S, assist in OR, triage and provide care to antepartum patients
- Recover mother and infant during the transition period after delivery, including post-op recovery of C/S patients
- Float to Mother/Baby, ACU, OR, ER and Outpatient departments as needed
- Provide comprehensive Prenatal Education to newly-expectant mothers
- Teach Prenatal Education Classes to parents approaching their delivery date
- Educate staff through Mother/Baby, Electronic Fetal Monitoring and Skills Review Classes
- Serve as a developer and facilitator of the Postpartum Hemorrhage and Shoulder Dystocia Simulation Training rolled out to all staff facility-wide; responsible for providing ongoing, quarterly training
- Participate in NRP Training as Reviewer for Skills Checkoff
- Foster staff empowerment through the development of evidence-based practice centered on techniques taught/reinforced at yearly Skills Review Training
- Compile yearly statistics for the OB Unit, disseminate data into a report and provide a presentation of the information to the hospital board
- Review and update unit Policies and Procedures, Standing Orders and Quality Measures
- Oversee department staffing during shift, utilize call staff as necessary related to patient census and/or acuity
- Serve as Equipment Expert maintaining the unit's equipment manual, ensuring equipment is functioning and up to date on maintenance, and teaching use of equipment to staff

- Participate in Community Events such as Back to School Open Houses, County Fairs and Health Seminars as a representative of the OB Department to educate young families on available resources
- Coordinate annual “New Year’s Baby” donation collection, prepare donations for gifting, obtain media consent and materials for publication, ensure advertisement and thank-you cards are forwarded to participating businesses

Clinical Nurse/Charge Nurse, OB/2N

2013-2017

Kootenai Health, Coeur d’Alene, ID

- Supervised floor staff, adjusted staffing levels based on acuity and census
- Provided education and support to assist less experienced staff in developing their nursing practice
- Collaborated with primary care providers, anesthesia, respiratory therapy, NICU personnel and other members of the healthcare team to provide safe and quality patient care
- Participated in service recovery when patients or family had concerns regarding care
- Contributed to process improvement and continuous quality improvement (CQI) projects as a member of various nursing committees and unit practice councils
- Managed care of mother and fetus during labor and delivery, triaged and cared for antepartum patients
- Prepared patient for C/S, circulated in OR and recovered patient post-surgery
- Floated to Postpartum, NICU and baby catcher positions

Clinical Nurse III

2013-2013

Bartlett Regional Hospital, Juneau, AK

- Utilized effective communication skills to keep patients and family up to date on patient’s condition, medications, upcoming tests, and discharge plans
- Admitted patients, obtained history, performed assessments, and worked with providers and interdisciplinary staff to develop appropriate care plans
- Ensured patients and families received appropriate education regarding current illness, medications, tests and procedures

Clinical Nurse III/Charge Nurse/Case Manager

2010-2013

SEARCH-ELMC, Juneau, AK

- Developed Orientation Program for new hires and served as lead preceptor for all new nursing staff
- Oversaw case management tasks for the pod as well as Specialty Clinics, processed referrals, obtained prior authorizations, and coordinated patient care plans in collaboration with interdisciplinary staff
- Managed the flow of the pod to ensure timely, safe and effective delivery of care
- Triaged walk-in patients, performed targeted assessments to determine level of care needed, utilized standing orders to expedite delivery of care, and educated patients based on individual needs
- Completed initial OB Intake Appointment, obtained comprehensive patient history, scheduled initial OB labs and U/S, and provided extensive prenatal education

EDUCATION

| | |
|---|------|
| Master of Science, Nursing/Leadership and Management Western Governors University - Salt Lake City, Utah | 2019 |
| Bachelor of Science, Nursing Western Governors University - Salt Lake City, Utah | 2018 |
| Associate of Science, Nursing University of Alaska, Anchorage - Anchorage, AK | 2009 |

CERTIFICATIONS

•SNECC •ACLS •ALSO •AVADE •BLS •EFM •NRP •PALS •STABLE •TNCC

AFFILIATIONS

Sigma Theta Tau International Honor Society of Nursing
National Association of School Nurses
School Nurse Association of Idaho
Idaho Professional Standards Commission

Jamee C. Nixon, Ph.D.

Dean, College of Natural and Applied Sciences
Professor of Biology
Northwest Nazarene University
623 S University Boulevard
Nampa, ID 83686
208-467-8677
jnixon@nnu.edu

Educational Background and Other Credentials

Doctor of Philosophy, Microbiology and Immunology

University of Oklahoma Health Science Center

Characterization of Human Bright and Dominant Negative Murine Bright

Mutations and Their Effects On B Lymphocyte Development in Transgenic Mice

July 7, 2005

Masters of Science, Molecular Biology and Immunology

University of Southern Maine

Deletion of Open Reading Frame 74 of Murine Gamma Herpesvirus-68 and

Development of Tools for Functional Analysis of This Putative Chemokine

Receptor

May 10, 1999

Bachelor of Science, Biology/Pre-Med Tech

Northwest Nazarene University

June 15, 1997

Professional Experience

Dean, College of Natural and Applied Sciences, August 1, 2019 – Present

Northwest Nazarene University, Nampa, ID.

- Represent and advocate for the faculty of the departments of Biology, Chemistry, Engineering and Physics, Kinesiology, Math and Computer Science, and Military Science.
- Act as the administrator to accomplish necessary leadership and managerial tasks
- Advocate for the College to internal groups and individuals

Professor, August 2022 - Present

Tenured, Associate Professor, August 2014 - Present

Associate Professor, August 1, 2011 – Present

Assistant Professor, August 1, 2007 – July 31, 2011

Department of Biology, Northwest Nazarene University, Nampa, ID.

- Teach undergraduate Biology courses

- Advise and mentor Pre-Physical Therapy P.T.-emphasis students as they pursue graduate school and careers in the field of physical therapy
- Oversee student internships in Physical Therapy
- Supervise undergraduate research students and their projects
- Assist NNU Online by teaching online courses for online students
- Oversee Biology courses in the high school for NNU's Bridge Academy
- Serve on various committees

Adjunct Professor, January – May 2009, June 2016 – August 2022

Department of Life Sciences, College of Western Idaho, Nampa, ID.

- Teach community college courses within the Life Sciences department, no more than 2 courses a calendar year
- Courses taught are primarily online although I have taught face to face courses and one hybrid course and include BIOL250 General Biology, MMBS111 Introductory Microbiology and lab, and BIOL127L Human Structure and Function Lab

Research Scientist

Oklahoma Medical Research Foundation, Oklahoma City, OK, July, 2005 – July, 2007.

- Postdoctoral position to continue my scientific training
- Completed projects begun during graduate school
- Assisted in the training of other graduate students and research technicians

Adjunct Professor

Department of Math and Science, Oklahoma City Community College, Oklahoma City, OK, January 2006 – December 2009.

- Teach community college courses in Microbiology and the lab for Nursing majors and General Biology for non-majors

Scholarship

Publications

Erika Kristensen, Julia Oxford, and **Jamee C. Nixon**. Production of extra-cellular matrix proteins by human mast cells. *Journal of the Idaho Academy of Science*. 2013. 49:36

Guangyu An, Cathrine Miner, **Jamee C. Nixon**, Paul W. Kincade, Shan Maikad, James Bryant, Philip W. Tucker and Carol F. Webb. Loss of Bright/ARID3a Function Promotes Developmental Plasticity. *Stem Cells*. 2010. 9:1560-7.

Nixon JC, Ferrell S, Miner C, Oldham AL, Hochgeschwender U, Webb CF. Transgenic mice expressing dominant negative Bright exhibit defects in B1 B cells. *Journal of Immunology*. 2008. 181:6913-6922.

Shankar M, **Nixon JC**, Workman J, Maier S, Farris AD, and Webb CF. Anti-nuclear antibody production and autoimmunity in transgenic mice that over-express the transcription factor Bright. *Journal of Immunology*. 2007. 178:2996-3006.

Rajaiya J, **Nixon JC**, Ayers N, Desgranges ZP, Roy AL. and Webb CF. Induction of Immunoglobulin Heavy Chain Transcription Through the Transcription Factor Bright Requires TFII-I. *Molecular and Cell Biology*. 2006. 26:4758-4768.

Rajaiya J, Hatfield M, **Nixon JC**, Rawlings DJ, and Webb CF. Bruton's tyrosine Kinase Regulates Immunoglobulin Promoter Activation in Association with the Transcription Factor Bright. *Molecular Chemistry and Biology*. 2005. 25:2073-2084.

Nixon JC, Rajaiya J, and Webb CF. Mutations in the DNA-Binding Domain of the Transcription Factor, Bright, Act as Dominant Negative Proteins and Interfere with Immunoglobulin Transactivation. *Journal of Biological Chemistry*. 2004. 279:52465-52472.

Nixon JC, Rajaiya J, Ayers N, Evetts S, and Webb CF. The Transcription Factor, Bright, is not expressed in all human B lymphocyte subpopulations. *Cellular Immunology*. 2004. 228:42-53.

Grants, Contracts, and Scholarly-Related Consultation

1. INBRE Student Research Mentor Grant through NIH funded Idaho INBRE program at the University of Idaho. "Investigating the Antimicrobial Effects of Zinc Oxide Nanoparticles." Submitted but not funded, February 2019. Requested \$39,088.
2. NIH funded Idaho INBRE program through the University of Idaho. Drs. Jennifer Chase, Jamee Nixon, and Ayo Hodonu. "Enhancing Northwest Nazarene University Research with a Fluorescence Plate Reader." Awarded \$23,380. August, 2018
3. MJ Murdock Charitable Trust, *Partners in Science Program* grant. Vancouver, WA. "Effects of sub-inhibitory antibiotic treatment on methicillin-resistant *Staphylococcus aureus* and the subsequent human monocyte response." Submitted and funded. This grant is designed to partner with a science high school teacher to allow the teacher to have research experience and then be able to take the information and techniques learned back into the classroom. Awarded \$15,000 for April 2013 – August 2014.
4. M.J. Murdock Charitable Trust. Vancouver, WA. Submitted September 2012. "Effects of sub-inhibitory antibiotic treatment on methicillin-resistant *Staphylococcus aureus* and the subsequent human monocyte response." *Staphylococcus aureus* causes infections ranging from minor carbuncles to life-threatening endocarditis and toxic-shock syndrome. Antibiotics and the immune response usually clear these infections. However, antibiotic resistance has become a major problem in recent years and this study will focus on methicillin-resistant *Staphylococcus aureus*

(MRSA). Studies have shown that low dose antibiotic treatment alters the bacteria cell functions and architecture without inducing death. This project will investigate how the beginning steps of the human monocyte immune response differs when stimulated with untreated verses low-dose antibiotic-treated MRSA. Requested \$50,650.

5. M.J. Murdock Charitable Trust. Vancouver, WA. Submitted October 2011 but not funded.

“Investigation of the monocyte immune response to methicillin-resistant *Staphylococcus aureus* treated with sub-inhibitory levels of antibiotics.” *Staphylococcus aureus* causes infections ranging from minor carbuncles to life-threatening endocarditis and toxic-shock syndrome. Antibiotics and the immune response usually clear these infections. However, antibiotic resistance has become a major problem in recent years and this study will focus on methicillin-resistant *Staphylococcus aureus* (MRSA). Studies have shown that low dose antibiotic treatment alters the bacteria cell functions and architecture without inducing death. This project will investigate how the beginning steps of the immune response differs when stimulated with untreated verses low-dose antibiotic-treated MRSA. Requested \$44,700. Award was not funded but invited to resubmit in the fall of 2012.

6. The Broad Medical Research Program. Los Angeles, CA. Letter of intent to apply for funding, July 2010. “The role of mutant NOD2 proteins interacts as a mechanism for Crohns Disease.” The letter of intent required a two-page summary of the grant and budget. The specific aims of this project were similar to the project below as funding for supplies for this project is no longer available. The scope of the project was determined to not fall within the mission guidelines for this foundation.

7. Mountain States Tumor and Medical Research Institute Small Projects Grant. Submitted and funded. Boise, ID, May 2009. \$7,500. “The Role of NOD2 Protein Interactions in the Inflammatory Response Observed in Crohns Disease.” This grant aimed to examine the role of mutant NOD2 protein and potential inappropriate interactions with other proteins due to the mutation. Genetic studies have revealed that approximately 40% of patients with an inflammatory bowel disease called Crohns Disease have a mutation in the NOD2 gene which leads to a mutated protein. Identifying and understanding inappropriate protein interactions that develop due to mutant NOD2 could give insight as to why some treatments options are not successful in all patients who have Crohns Disease. This was a grant designed to give money for small projects or start-up projects in hopes of generating data that would increase successful funding of additional grants. This grant was previously submitted to the American Cancer Society but was not funded. However, it was reviewed and the comments given by the reviewers were given careful consideration and the writing adjusted to reflect those comments. As a result of this grant, I was able to mentor three different undergraduate students in my lab for both summer and academic year research experiences.

8. Idaho INBRE (Idea Network of Biomedical Research Excellence). National Institute of Health, Bethesda, Maryland. “Mechanisms of, and Immune Consequences from, beta-lactam-Induced Upregulation of Toxin Gene Expression in Methicillin Resistant *Staphylococcus aureus* (MRSA)” INBRE renewal grant submitted and funded, 2009. This grant funds several universities and colleges in ID. I am working in collaboration with Drs. Denny Stevens and Amy Bryant at Veteran’s

Affair Hospital in Boise, ID on the project titled above. I am responsible for researching one of the five specific aims for this project. This grant has given me the opportunity to mentor three different students during summer and academic year research projects.

9. American Cancer Society Institutional Grant program. Pullman, WA, October 2008. Submitted but not funded. "The Role of NOD2 Protein Interactions in the Inflammatory Response Observed in Crohns Disease." This was basically the same grant as mentioned above and submitted to the American Cancer Society as there is an increased risk for Crohns Disease patients to develop gastrointestinal tract cancers due to constant inflammation.

10. National Science Foundation. Washington D.C. January 2008. Submitted and Funded. \$503,775. MRI: Acquisition of a FACS to support collaborative research and education in biomolecular sciences and nanomaterials application. Dr. Denise Wingett, lead writer, Boise State University. This was a collaboration with Denise Wingett and other professors at Boise State University to fund a fluorescent acquisition cell sorter to the Treasure Valley. This piece of scientific machinery allows for many researchers to acquire defined cell populations for research projects, whether that be human, animal, plant or bacterial cell populations.

Regional/State Presentations

- Nixon, J.C. (2008, March). "Deficient Bright Function Leads to an Inefficient Response to Both Phosphorylcholine and to *Streptococcus pneumonia*." Presented at the Idaho Academy of Science Annual Meeting, Nampa, ID.
- Nixon, J.C. (2009, April) "Possible Mutant NOD2 protein interactions." Presented at the INBRE Faculty Symposium, Boise, ID.
- Nixon, J.C. (October 2016) "Human Implications of ZnO Nanoparticles." Presented at the INBRE monthly meetings, Boise State University.

National Presentations

- Nixon, J.C., B. O'Neill, S. Jenkins, L. Johnson, A. Barrios, J. Williard. (2018, June) "*The Antibacterial Effects of ZnO Nanoparticles Against Pseudomonas aeruginosa*." Poster presentation, Annual American Society of Microbiology Microbe meeting, Atlanta, GA.

Poster presentations: (Presenter underlined, many student co-authors)

- A. Dixon, B. Cervantes, G. Skinner, L. Harris, and **J.C. Nixon**. "Fecal Coliform Comparison of Lake Lowell Sites. Idaho INBRE Conference, Moscow, ID, July 2023
- K. Kranzow, L. Oldham and **J.C. Nixon**. "Comparing Fecal Coliform Concentration in Wilson Drain from 1997 to 2022". Idaho INBRE Conference, Moscow, ID, July 2022.
- B. Mee, K. Bleffert, and **J.C. Nixon**. "Fecal Coliform Comparison of Lake Lowell and Elijah Canal". Idaho INBRE Conference, Moscow, ID, July 2022.
- J.D. Harris, E.A. Wade, Z.D. Ledvina, E.G. Ellison, S.M. Hubbard, and **J.C. Nixon**. "Green synthesis of ZnO nanoparticles using plant extracts for enhanced antibacterial and photocatalytic properties", Pacifichem 2021, Honolulu, HI, December 2021.
- E.A. Wade, Z.D. Ledvina, E.G. Ellison, **J.C. Nixon**, and J.D. Harris. "Synthesis and antibacterial Properties of ZnO nanoparticles from extracts of *Hydrastis canadensis*, *Plantago major*, and *Lavandula x intermedia*". Idaho INBRE Conference, Moscow, ID, July 2021.

- E.G. Ellison, E.A. Wade, Z.D. Ledvina, **J.C. Nixon**, and J.D. Harris. "Synthesis and antibacterial properties of ZnO nanoparticles from *Hydrastis canadensis* extract," Idaho Conference on Undergraduate Research, Boise, ID, July 2021.
- M. Manzi, B. Porter, **J.C. Nixon**. "ZnO Nanoparticles' Efficacy as an Antibacterial Agent" Lightning Talk, Idaho Conference on Undergraduate Research, Boise, ID, July 2020.
- K. Gwin, C. Schaefer, **J.C. Nixon**. "Analysis of the Antimicrobial Properties of Zinc Oxide Nanoparticles" INBRE Research Conference, Moscow, ID July 2019
- M. Manzi, M. Nelson, **J.C. Nixon**. "Comparison of ZnO Nanoparticles against *B. subtilis*, *E. coli*, and *S. aureus*." INBRE Research Conference, Moscow, ID July 2019
- K. Gwin, C. Schaefer, **J.C. Nixon**. "Not all Nanoparticles are Created Equal in the Eyes of *E. coli*." INBRE Research Conference, Moscow, ID July 2018
- A. Barrios, J. Willard, **J.C. Nixon**. "The Antibacterial Effects of ZnO Nanoparticles on *Pseudomonas aeruginosa*." INBRE Research Conference, Moscow, ID July 2017
- B. O'Neill, S. Jenkins, L. Johnson, **J.C. Nixon**. "A Study of the Bacteriostatic Effects of ZnO Nanoparticles against *Pseudomonas aeruginosa*." Idaho INBRE Research Conference, Moscow, ID, July 2016

Service Activities

Professional Service: National

- Poster judging for the American Association for Advancement of Science National Meeting, Seattle, WA, February 15, 2020

Professional Service: Regional/State

- Treasurer, Intermountain Branch, American Society for Microbiology, May 2023 - Present
- Poster Evaluation volunteer, Intermountain Branch Meeting, American Society for Microbiology Boise, ID, February 2023
- Board member, Discovery Center of Idaho January 2022 – present
- Professional Standards Commission, State of Idaho Board of Education, September 2020 – present
- Chair, Oral Presentation Session, Idaho Academy of Science and Engineering Annual Meeting, Meridian, ID. April 13, 2019
- Idaho Academy of Science and Engineering, NNU Representative to Executive Board, 2012 - present
- Small grant review panel, Mountain States Tumor and Medical Research Institute, June 2013
- Partner's in Science grant funded for the support of a local biology high school teacher from Victory Charter School to complete a 10-week paid research experience for 2 years. June – July 2013 & 2014
- Poster Evaluation volunteer, Idaho INBRE Annual Meeting, Moscow, ID, August 2012- 2019
- Chair, Oral Presentations, Idaho INBRE Annual Meeting, Moscow, ID. August, 2012, 2013, 2018
- Oral Presentations to Concurrent Credit Biology courses or other high school course
 - "Science and Research Opportunities at Northwest Nazarene University". Ridgeview High School, Caldwell, ID, March 2023
 - "Implications of ZnO Nanoparticles on Human Health" Concurrent Credit course in Redmond, OR April 2015; Caldwell, ID, December 2016; Kalispel, MT, May 2017; and Caldwell, ID, January 2018

- 2013 “Prokaryotic Cell Structure.” Victory Charter School, Concurrent Credit BIOL1060 class, Nampa, ID. September
- 2013 “Bugs and Beyond” Northwest Christian School, Concurrent Credit BIOL1060 class, Lacey, WA; Tacoma Christian Schools, Concurrent Credit BIOL2220 class, Tacoma, WA; Tumwater High School, Concurrent Credit BIOL1060 & BIOL2220 classes, Tumwater, WA. March
- 2011 “The Fun of Research.” Mountainview High School Research class, Meridian, ID. November
- 2011 “Bugs, bugs and more bugs.” Salem Christian Academy, Concurrent Credit BIOL2220 class, Salem, OR. September
- 2011 “Bugs, bugs and more bugs.” Mountainview High School, Concurrent Credit BIOL2220 class, Meridian, ID. Spring
- Member, interview committee for the hiring of biology faculty at College of Western Idaho, May and June, 2009

Professional Service: Campus

- Member, Men’s Head Basketball Coach Search Committee, July – August 2023
- Member, Athletic Director Search Committee, June – July 2023
- Member, Vice President for University Advancement Search Committee, April - May 2023
- Title IX complaint adjudicator, February 2023 - Present
- Member, High Performance Compensation Strategic Planning group, February 2023 – Present
- Member, Women’s Leadership Development Commission, November 2022 - Present
- Member, General Education Council, August 2022 – Present
- Member, Academic Progression Committee, January 2020 - Present
- Member, NNU Academic Leadership Team, September 2019 - Present
- Guest lecturer for NNU’s M.S. Family Nurse Practitioner On-Campus Event, “Sexually-Transmitted Infections” Annually – Biannually, April 2017 – Present
- Faculty Representative, Science and Math Association, NNU, Fall 2015 – Present
- Faculty Mentor, NNU Concurrent Credit, four to ten high school teachers mentored each year; Fall 2009 – Present
- Member, NNU Institutional Bio-Safety Review Committee, Spring 2010 – present
- Member, NNU Institutional Animal Care and Use Committee, Fall 2007 – Present
- Jump Start Biology Advising, Summer 2008, 2010, 2017, July 2018, June 2019; June 2023
- Member, COVID-19 task force, August 2021 – May 2022
- Member, NNU Undergraduate Academic Council, October 2019 – August 2022
- Co-organized research presentation event for Board of Trustees Spouses, August 2021
- Co-organized research poster session for summer research finale, July 2021
- Member, Cross-campus interview committee: Social Work faculty; campus chaplain, June/July 2021
- Member, Cross-campus interview committee: Social Work faculty; campus chaplain, June/July 2021
- Chair, Dean, College of Business search committee, Spring 2021
- Chair, Dean, College of Nursing search committee, Spring 2021
- Chair, Biology faculty search committee, Spring 2021
- Faculty Panel, Graduate Social Work SOWK7620, October 2020, March 2021
- Member, COVID-19 20-21 Planning Group, March 2020 – May 2021

- Rendezvous host, 2011, 2013, 2021
- Chair, Academic Appeal Committee, January 2020
- Volunteer for Commencement, May 2019
- Taught HUMN1100 Cornerstone FA2018
- Organized student summer research presentations for the executive Board of Trustees, Summer 2018, 2019
- NNU Overnight Luncheon, Faculty Representative for Biology, November 30, 2018
- Chair, NNU Assessment and Accreditation Committee, September 2018 – October 2019
- Chair, NNU Assessment and Accreditation Committee, September 2018 – October 2019
- Member, NNU Assessment and Accreditation Committee, August 2013 – October 2019
- Member, Cross-campus interview committee for 1 or more nursing faculty candidates, Summers 2011, 2013, 2016, 2017, 2018
- Member of interview group for NNU's Masters of Science Family Nurse Practitioner applications, June 2017 and 2018
- Member, Cross-campus interview committee for 1 or more nursing faculty candidates, Summers 2011, 2013, 2016, 2017, 2018
- Science Olympiad Cell Biology or Microbiology section leader, April 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016
- Member, NNU Graduate and Continuing Education Council, Fall 2009 – 2013
- Member, Cross-campus interview committee for Dean of College of Arts and Sciences, January, 2013
- NNU Representative, NNU Celebration Sunday, October 1, 2011; Tacoma, WA
- NNU Explore lunches, February 22, 2008 & March 26, 2010

Local Community Service

- Nursery Volunteer, College Church of the Nazarene, Nampa, ID, January 2023 – Present
- Board of Directors, Discovery Center of Idaho, Boise ID. January 2022 - Present
-
- Sunday School volunteer, Early Childhood Department, Bethel Church of the Nazarene, Nampa, ID 2007 – November 2021. Two Sundays each month
- Vacation Bible School volunteer, Bethel Church of the Nazarene, Nampa, ID, June 2021
- Nampa Christian Schools –
 - Annual school auction volunteer, February 2012 – 2020
 - Volleyball Official, Nampa Christian Middle School games, Fall 2017, 2018
 - Club Volleyball Coach, Nampa Christian Schools U12/U14 January – 2017, 2018
 - Guest Science lecture, Fall 2015, Spring 2018
 - 2nd Grade class, weekly Spring 2017
 - Jog-A-Thon volunteer, September 2008, 2010, 2015, 2016
 - “Science is Fun” after-school-enrichment course to expose young students to hands-on science, Spring 2010
- Vacation Bible School volunteer, Bethel Church of the Nazarene, Nampa, ID, June 2017, 2018
- Volunteer Volleyball Coach, Nampa Rec Center, Fall 2014
- Victory Charter School Science Fair judge, May 2014
- Upward Basketball Girls Youth Basketball Coach, Bethel Church of the Nazarene, January – March 2011, 2012, 2013
- Cole Valley Christian Junior High Science Fair Judge, Meridian, ID 2010, 2012
- Salvation Army bell ringer, NNU group, December 2009

- Hands of Hope community service project volunteer, College Church of the Nazarene, July 2010
- Provide opportunity for home-schooled children to experience microbiology by bringing them into the lab outside of normal lab sessions and have the elementary age students complete some of the same lab exercises the NNU students complete. 2009, 2010

Professional Growth and Leadership

Memberships

- American Association for the Advancement of Science, 2021 – Present
- American Society of Microbiology, 2015 – Present
- Idaho Academy of Science and Engineering member, Spring 2008 – Present
- MSTMRI adjunct member, Spring 2008 – 2014

Conferences Attendance

- Murdock Charitable Trust Science Research Conference, Vancouver, WA. November 2019, 2023
- INBRE Annual Summer Research Conference, Moscow, ID. July/August 2008, 2010, 2011, 2012, 2013, 2016, 2017, 2018, 2019, 2021, 2022, 2023
- Intermountain Branch Meeting, American Society for Microbiology, Boise State University, Boise, ID February 2023
- Lilly Fellows Program National Conference, Boston, MA. October 2021
- Idaho Conference on Undergraduate Research, Boise State University (virtual). July 2021
- Lilly Fellows Program National Conference presented by St. Mary's University (virtual). October 2020
- Idaho Conference on Undergraduate Research, Boise State University (virtual). July 2020
- American Association for the Advancement of Science, Seattle, WA. February 2020
- Murdock Charitable Trust Undergraduate Research Conference, Vancouver, WA. November 2019
- Idaho Academy of Science Annual Conference, Meridian, ID. April 2019
- American Society of Microbiology Microbe Conference, Atlanta, GA. June 2018
- American Society of Microbiology Microbe Conference, New Orleans, MS. June 2017
- Idaho Academy of Science and Engineering Annual Conference, Pocatello, ID. March 2016
- NIH IDeA Western Regional Conference, Coeur d'Alene, ID. October 2015
- Partners in Science Research Conference, San Diego, CA. January 2015
- Boise State Undergraduate Research Conference, Boise, ID. July 2014
- Partners in Science Research Conference, San Diego, CA. January 2014
- The Genome Solver Workshop, J. Craig Venter Institute, Rockville, MD. July 2013
- Murdock Charitable Trust Science Research Conference, Whitman University, Walla Walla, WA. October 2012
- Murdock Charitable Trust Science Research Conference, Seattle Pacific University, Seattle, WA. November 2011

- Murdock Charitable Trust Science Research Conference, Linfield College, McMinnville, OR. November 2010
- Murdock Charitable Trust Science Research Conference, University of Puget Sound, Tacoma, WA. November 2008
- Idaho Academy of Science Annual Meeting, Boise State University (CWI campus), Nampa, ID. March 28, 2008

Other Professional Growth and Leadership

- INBRE monthly research meetings when conflicts are not present. Fall 2007 – present.
- Deans Administrator Lunch, INBRE Conference, Moscow, ID, July 2019, 2021, 2022, 2023
- L.E.A.P. 2.0 Cohort convener Spring 2021
- L.E.A.P. 2020 Spring – Fall 2020, due to COVID-19
- Meeting attendance, Convening of VPAAAs/Provosts/Deans and Grant Administrators, Vancouver, WA, October 2019
- President's Leadership Cohort, Northwest Nazarene University, October 2018 – May 2019
- Weekly meetings with Drs. Denny Stevens and Amy Bryant's lab at the Boise VA hospital during the summers and during the academic year when my schedule allows. Summer 2009, 2010, 2011, 2012.
- NSF Grant-Writing workshop, Boise State University, May, 2012
- NSF Grant-Writing Workshop in Bozeman, MT, August, 2011
- INBRE sponsored NIH grant writing workshop, August, 2010
- INBRE sponsored NIH manuscript writing workshop, August, 2010
- Northwest Nazarene University teaching cadre directed by Jim Bader, monthly meetings, Fall 2007 – Spring 2008

Stacey Jensen



CERTIFICATION:

| | | |
|-----------------------------------|----------------------------|---------------|
| CALP- in training through Shelton | July 2024-current | |
| Idaho SMART | September 2021-May 2023 | |
| Idaho Coaching Network Cohort IV | September 2019-May 2020 | |
| National Board Certification | Early Childhood Generalist | November 2000 |

EDUCATION:

| | | |
|---|---------------|---------------|
| Idaho State University | Pocatello, ID | August 1995 |
| Master of Education in Curriculum and Instruction with an emphasis in Early Childhood Education. G.P.A. 3.98 | | |
| Thesis: Elementary School Principals' Beliefs Regarding Developmentally Appropriate Practices in Early Childhood Programs: A Study of Idaho's Administrators. | | |
| Idaho State University | Pocatello, ID | December 1988 |
| Bachelor of Science degree in Elementary Education with a minor in Reading. | | |
| G.P.A. 3.89 | | |
| Highland High School | Pocatello, ID | June 1985 |
| High honors graduate. G.P.A. 3.82 | | |

TEACHING EXPERIENCE:

| | | |
|--------------------------------|---------------|---------------------|
| Indian Hills Elementary School | Pocatello, ID | August 2023-current |
| First Grade Teacher | | |

As a first grade teacher, I have worked toward implementing current Idaho state standards, I have created standard's based assessments and standard's based progress reports. I implemented research based best practices in all curricula areas but especially reading.

Edahow Elementary School

Pocatello, ID

September 2010-June-2023

First Grade Teacher

As a first grade teacher, I have worked toward implementing current Idaho state standards, I have created standard's based assessments and standard's based progress reports. I implemented research based best practices in all curricula areas but especially reading.

Idaho State University

Pocatello, ID

**August 2019-May
2022**

Adjunct Faculty- Families Community Culture-EDUC 2204

As adjunct faculty member for this course I was responsible for designing curriculum around the course goals and objectives, I was responsible for weekly course content, course assessments and grading, and reporting grades using university grading programs. During Covid years, the course was offered online only and after covid, the course was offered both in person and online.

Edahow Elementary School

Pocatello, ID

September 2001-2010

Second Grade Teacher

As a second grade teacher, I have worked toward implementing a standards based teaching curriculum which meets and exceeds current requirements. I strive to analyze the data from state mandated testing as well as observation and informal assessments in order to create a curriculum to meet the needs of all my students.

Edahow Elementary School

Pocatello, ID

September 1994-2001

First Grade Teacher

As a first grade teacher, I have worked toward implementing a developmentally appropriate program which meets and exceeds current curriculum goals, creatively expanding on current curriculum to integrate all subjects, and facilitating a classroom which is child-centered and actively involves parent participation. I am responsible for monitoring, testing, and reporting each child=s individual progress as well as developing curriculum to fit the needs of each child.

Edahow Elementary School
1994

Pocatello, ID

January 1989-June

Kindergarten Teacher

Taught both sessions of kindergarten in subjects including math, reading, science, social studies, and written language. I created and updated cumulative files, assessed student progress, and reported to parents. I actively encouraged parent participation in the classroom and utilized a center-based, integrated curriculum approach to learning.

Edahow Elementary School
1988

Pocatello, ID

September 1988-December

Student Teaching Practicum

Completed sixteen weeks in the third grade at Edahow Elementary School. I taught all subjects, updated cumulative files, arranged field trips, created bulletin boards, games, and learning centers. I designed and taught a unit on dinosaurs. I was actively involved with parent-teacher conferences and report cards. I created activities that added to the reading, math, and spelling curriculum and helped to develop and implement and IEP with the child study team.

Wilcox Elementary School

Pocatello, ID

January 1985-June 1985

Elementary Aide

Worked for a semester at Wilcox Elementary with Shirley Wright in fifth grade. I was actively involved with tutoring several students in math and I created learning materials to help the students in their areas of need. I also completed tasks as necessary for Mrs. Wright such as mimeographing, laminating, photo copying, filing, grading papers and updating the grade book.

ORGANIZATIONAL INVOLVEMENT:

National Association for the Education of Young Children January 1989- 2007

This national association (NAEYC) is made up of early childhood professionals who are dedicated to promoting quality and appropriate education and care for children age birth through age eight. It is the premier professional association for early childhood educators.

Pocatello Association for the Education of Young Children January 1989- 2007

This is the local affiliate of NAEYC.

1995-1997- Affiliate Board Elementary Teacher Representative.

1997-1999- President-Elect

1999-2005- President

2005-2007- Past President

Idaho Association for the Education of Young Children September 1989-2007

1998-2000- Board Member

2000-2002- Vice President

2002-2007- Secretary

Pocatello Education Association January 1989-present

2017-2023- Building Representative 1995-1999, 2015-2023

1999-2001- Alternated Building Representative

1997-2001- ALERT team member to keep teachers apprised of current legislative issues. 2003, 2012

2019, 2022 & 2023- Delegate Assembly Representative

2023-current PEA Board Secretary

Parent Teacher Organization September 1989- present

1995- Teacher Representative on the Executive Board.

1996- Volunteer Chairman on the Executive Board.

1996- Chairman of the Craft Fair fund raiser.

1997- present- Teacher Representative on the Executive Board.

Alpha Delta Kappa

April 1992- present

Alpha Delta Kappa is an international honorary society for women educators.

1994-1996- Corresponding Secretary.

1996-1998- Historian.

2004-2006-Chaplain

2006-2008-Secretary

2008-2012-Sergeant at Arms

Delta Kappa Gamma

April 2020-present

2021-2023- president

Idaho Science Teachers Association
South East Idaho Reading Council

September 1996
September 1989- present

COMMITTEES:

State and National Level:

Professional Standards Committee- Elected to this committee in 2022-present.

State Board of Education Curriculum Selection Committee

Appointed in June 2006 and still currently serving on this committee.

This committee is responsible for analyzing submitted curriculum for it's ability to meet the current Idaho State standards. Curriculum is then recommended for approval to be listed on the web site as appropriate curriculum.

Idaho Professional Standards- Teacher Education Accreditation Committee

December 2006-present- This committee is working on aligning the current

accreditation system with NCATE standards. It is also working to refine the

accreditation process for reliability and validity. In addition, this committee is charged with verifying that each of Idaho's state universities creates teacher education programs which graduate candidates that meet the state mandates beginning teacher standards. I have chaired the accreditation visits at BYU-Idaho, Lewis and Clark State College, Albertson's College of Idaho, and Boise State University.

2006- Chair for Lewis-Clark State College of Education accreditation visit.

2005- Chair for a focus visit to Idaho State University

2004- Chair for Early Childhood and Special Education Programs on accreditation visit to BYU-Idaho

2003- Committee for accreditation visit to Albertson's College of Southern Idaho

PRAXIS II Cut Score Setting Committee- Princeton, NJ August 2010 & 2011

I was appointed to be a representative from the state of Idaho. This committee analyzed potential test questions for the Praxis II test and helped establish a recommended cut-score for states to adopt.

Mathematics Standards Coordinating Committee- January 2008-2010

This committee was appointed given the task to update current Idaho State Standards and align them within the grade levels to match current NCTM recommendations.

Idaho State Assessment Test Question Writing Sessions

2003-present

2003- Created questions for the Mathematics ISAT test

2004- Created questions for the Reading and Language Arts ISAT tests

2005- Created questions for the Mathematics ISAT Blended test

Idaho K-2 Math Indicator

2004-2005

This committee used state standards to conceive and create an assessment to provide Idaho teachers with a tool to help them determine the mathematical skills and knowledge of their students in the early elementary grades

Second Grade Interdisciplinary Unit

2003-2004

This committee used state standards to create an interdisciplinary unit using fiction and non-fiction literature. Each teacher in the state of Idaho received a copy of the unit as well as the literature.

Idaho Power Standards

July 2003

This committee was responsible for prioritizing the State Achievement Standards for each curricular area and grade level.

District and Local Level:

District #25 Technology Standards Committee-This committee worked to align the K-2 State standards into grade level strands as well and find and create curricula to help 1st grade teachers meet these new standards.

District #25 curriculum selection committee multiple times. Most recently served on ELA curriculum selection

District #25 committee to align Science/ Health Curriculum with state Standards-August 2006

District #25 committee to align Language Arts Curriculum with state Standards- March 2006

PAEYC Early Childhood Conference: Making a Difference for Children 1992- 2007

1992-1997- Committee Chairperson on various committees.

1997-1998- Conference Co-Chairperson

1998-2004- Conference Chairperson and Publication Chairperson

2005- Hospitality Chairperson

SEIRC State Reading Conference

October 2003

Co-Chairperson

Education Foundation Board

February 2005-present

2009- Foundation Board Secretary
2010- Grant Committee Chairperson
2015- Vice Chairperson

Festival of Trees

2010-Santa's Workshop Coordinator
2011-Ladies Holiday Tea Chairperson
2012-2017-In-district volunteer coordinator and Co Chair

Reading Adoption Committee

January 2001-May 2001

This committee was responsible for analyzing and piloting a prospective reading series in the classroom. It was also responsible for maintaining data in regards to the assessment effectiveness of the program and matching the program to the Idaho State Standards.

Math Adoption committee

August 2008-2009

This committee was responsible for analyzing and piloting a prospective math series in the classroom. It was also responsible for maintaining data in regards to the assessment effectiveness of the program and matching the program to the Idaho State Standards.

School Level:

Edahow's Leadership Team

2000-2021

This committee is responsible for working with the principal to design and implement the building's school improvement and professional development plan, analyze test data, and provide input on school issues. Members also serve as liaisons between the principal and stakeholders.

Idaho State Assessment Test Question Writing Sessions

2003-2005

2003- Created questions for the Mathematics ISAT test
2004- Created questions for the Reading and Language Arts ISAT tests
2005- Created questions for the Mathematics ISAT Blended test

Idaho K-2 Math Indicator

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Second Grade Interdisciplinary Unit

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Idaho Power Standards

July 2003

This committee was responsible for prioritizing the State Achievement Standards for each curricular area and grade level.

School District #25 Leadership Team

2000-2002

This committee was responsible for helping the superintendent and other district leaders design and implement the district=s strategic plan, analyze test data, and provide input on district issues. Members also served as liaisons between the schools and the district offices.

School Districts #25 K12 Writing Handbook Committee

July 2001

This committee designed a handbook to provide continuity and consistency in the district=s writing curriculum and provide common terminology and expectations from one grade to the next. All teacher=s in the district received a copy of the completed handbook.

Professional Development Institute Committee

July 2000-July 2001

This committee planned the 2nd annual Professional Development Institute for early childhood professionals. The conference is sponsored by the JA and Katheryn Albertson Foundation. Served as the early childhood primary grade teacher representative.

Early Childhood Education Accreditation Committee

December 1997- June 1998

Chosen to serve on this committee headed by Dr. Sally Pena as an early childhood educator. The committee was slated to develop state accreditation standards for early childhood education programs at the university level.

Science Adoption Committee

September 1999- June 2000

Served as Edahow=s representative on this district-wide committee. This committee was slated to review, evaluate, and choose the next district adopted science program. I have also helped provide in-service on the implementation of the program at the first grade level as well as provide support at the building level as the program is implemented.

Staff Development Committee

September 1995-June 1999

Served as Edahow=s representative on this district-wide committee. This committee is designed to designate how and where the school district=s staff development monies are spent.

Onward to Excellence Committee

January 1994

I served as primary grade committee chairman. I helped design and administer questionnaires for both teachers and parents regarding the educational programs at Edahow Elementary. I then compiled and analyzed the data from these questionnaires. I helped to develop and implement a program to enhance the strengths and strengthen the weaknesses indicated by the data. This was a major part of the seven year accreditation plan for Edahow Elementary School.

PRESENTATIONS:

Indian Hills Staff Development

October 2023

Dyslexia & You

Indian Hills Staff Development

February 2024

Idaho's New Dyslexia Laws

Idaho Coaching Network Annual Conference

May 2019

"Purposeful Practice"

| | | |
|--|----------------------|-----------------------|
| School District New Teacher Luncheon | Pocatello, ID | September 2006 |
| "A New Teacher Kit" | | |
| ISU Graduating Interns | Pocatello, ID | December 2006 |
| "Always Remember the Good Stuff" | | |
| Edahow Staff | Pocatello, ID | May 2005 |
| How to Help Your Title 1 Students Succeed In the Classroom | | |
| ADK Meeting | Pocatello, ID | April 2005 |
| Autism: Putting the Pieces Together | | |
| Edahow Staff | Pocatello, ID | April 2005 |
| Autism: Putting the Pieces Together | | |
| Treasure Valley AEYC Conference | Boise, ID | February 2003 |
| Making Math Facts Fun | | |
| Pocatello AEYC Conference | Pocatello, ID | April 2002 |
| Math and Literature | | |
| Treasure Valley AEYC Conferece | Boise, ID | February 2002 |
| Math and Literature | | |
| Pocatello AEYC Conference | Pocatello, ID | April 2001 |
| AWhy National Board Certification?@ | | |
| Treasure Valley AEYC Conference | Boise, ID | February 2001 |
| A Painless Parent Involvement | | |
| A Books For Kids By Kids | | |

Idaho State Science Conference **Pocatello, ID** **October 1998**

AUsing Science in the Early Childhood Classroom

International ADK Convention **Kansas City, MO** **July 1997**

Pursuit of Excellence in Early Childhood Education

National Association for the Education of Young Children Annual Conference

Washington D. C. **December 1995**

A Principal's Views of Early Childhood Education Presented with Dr. Judy French, Dr. Sally Pena, and Carroll Lambert.

National Rural Education Association Annual Meeting

Salt Lake City, UT **October 1995**

AThe Pursuit of Excellence in Early Childhood Education@ Presented with Dr. Judy French, Dr. Sally Pena, and Carroll Lambert.

Pocatello AEYC Conference **Pocatello, ID** **April 1995**

APrincipals= Beliefs Regarding Developmentally Appropriate Practices in Early Childhood Education: A Study of Idaho=s Administrators@ Presented with Dr. Sally Pena.

PUBLICATIONS:

A Elementary School Principal's Beliefs Regarding Developmentally Appropriate Practices in Early Childhood Programs Thesis topic, Idaho State University. Pocatello, ID. June 1995.

AThe Pursuit of Excellence in Early Childhood Education.@ **Perspectives** Vol. XIII, No 1, Professional journal of the Idaho Association of School Administrators Boise, ID. Fall 1995

REFERENCES:

Brenda Minor- School District Director of Human Resources- 208-251-2687 (cell)

-208-235-3259 (office)

Sierra May- Idaho SMART coach- (801)935-6882

Jill Johnson- Principal (208)-251-6275

Amanda McAurthur- parent whose child I taught during my first

Idaho SMART year and teacher at my school whom I've helped (425) 273-4625

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Emergency Provisional Certificate Recommendations

REFERENCE

| | |
|---------------|--|
| April 2019 | Board approved department recommendations for processing emergency provisional certificates. |
| August 2019 | Board approved department revised procedures regarding emergency provisional certificates |
| August 2021 | Board approved department revised emergency provisional certificate process |
| October 2022 | Board approved 76 provisional certificates for the 2022-2023 school year. |
| December 2022 | Board approved 87 provisional certificates for the 2022-2023 school year. |
| February 2023 | Board approved 31 provisional certificates for the 2022-2023 school year. |
| April 2023 | Board approved 14 provisional certificates for the 2022-2023 school year. |
| June 2023 | Board approved four (4) certificates for the 2022-2023 school year. |
| October 2023 | Board approved 16 provisional certificates for the 2023-2024 school year. Board approved procedures for processing emergency provisional certificates. |
| December 2023 | Board approved 117 provisional certificates for the 2023-2024 school year. |
| February 2024 | Board approved 26 provisional certificates for the 2023-2024 school year. |
| April 2024 | Board approved 10 provisional certificates for the 2023-2024 school year. |
| June 2024 | Board approved three (3) provisional certificates for the 2023-2024 school year. |
| August 2024 | No applications were received. |
| October 2024 | Board approved 11 provisional certificates for the 2024-2025 school year. |
| December 2024 | Board approved 28 provisional certificates for the 2024-2025 school year. |
| February 2025 | Board approved 12 provisional certificates for the 2024-2025 school year. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1201 and 33-1203

BACKGROUND

Section 33-1201, Idaho Code, requires that every person who is employed to serve in any elementary or secondary school as a teacher, supervisor, administrator, education specialist, school nurse or school librarian hold a certificate issued under authority of the Idaho State Board of Education, valid for the service being rendered. Section 33-1203, Idaho Code allows the State Board of Education to authorize a provisional certificate for teachers when the candidate has at least two years of college training and an emergency has been declared. This section of code does not authorize issuance of emergency provisional certificates for pupil service staff or administrators.

School districts receive the same level of funding for staff with an emergency provisional certificate as they receive for an individual with a standard certificate. Funding for long-term substitutes is at the same level as non-certified classified staff.

DISCUSSION

The Department of Education received four (4) complete Emergency Provisional Certificate applications for Instructional certificate(s)/endorsement(s) by February 26, 2025.

The certification department of the Idaho Department of Education reviewed each candidate's full application. Each candidate presented below, requesting Instructional certificate(s)/endorsement(s), has completed at least two years of college training, making them eligible for emergency provisional certificate consideration. Each LEA has declared a hiring emergency, summarized the hiring efforts, and attested to the candidate's ability to fill the position.

The Idaho Department of Education is requesting authorization to issue provisional certificate(s) as presented below.

1. Idaho Falls School District #091

Applicant Name: MaCade Vineyard

Certificate: Provisional

Endorsement(s): Computer Science (6-12)

College Training: BA

Declared Emergency Date: 1/15/2025

Hire/Assignment Date: 8/23/2024

Summary of Recruitment Efforts: Mr. Vineyard is working towards reinstating his expired credential. He is currently teaching a Career Exploration class and has had the proper training to teach this course but has yet to complete the necessary coursework to meet the requirements for a five-year certificate. The school district board did not declare the emergency until January due to the timeline of coursework available to be taken to complete the requirements. The application was initiated in December, but The Idaho Falls School District's Board did not meet until January and the application was received in February.

2. Minidoka Joint School District #331

Applicant Name: Joshua Anderson

Certificate: Provisional

Endorsement(s): All Subjects K-8

College Training: BA (translated)

Declared Emergency Date: 1/11/2025

Hire/Assignment Date: 1/14/2025

Summary of Recruitment Efforts: The teacher of the primary preschool program resigned at the start of the semester. The administrators posted the position on January 7th and only had one applicant. The job was left open for seven days. The Minidoka Joint School District Board approved Mr. Anderson for the position. He has been accepted into the CSI non-traditional program but will not start until Fall.

3. Payette School District #371

Applicant Name: Maggie Hutchinson

Certificate: Provisional

Endorsement(s): Natural Science (6-12)

College Training: BA

Declared Emergency Date: 1/13/2025

Hire/Assignment Date: 1/13/2025

Summary of Recruitment Efforts: The science teacher resigned in November of 2024. The position was posted immediately. Four applicants applied but needed Visas and would not be readily available to start in the 2nd semester. One applicant had a lapsed out-of-state credential. Another candidate was in the process of applying for an Idaho credential but pulled their application. The position was posted on multiple job platforms and staff reached out to universities. Administrators considered shuffling staff but decided not to out of concern it would disrupt students' learning.

4. Teton School District #401

Applicant Name: Guadalupe De Rosales

Certificate: Provisional

Endorsement(s): All Subjects K-8

College Training: BA (translated)

Declared Emergency Date: 11/5/2024

Hire/Assignment Date: 8/26/2025

Summary of Recruitment Efforts: The week before school started, a staff change created vacant position. This candidate is a long-term substitute and filled in while administrators searched for a candidate. No applications were received by November. The district needed had Ms. De Rosales transcripts translated to determine equivalent credits needed to meet statutory requirements.

IMPACT

If the Idaho State Board of Education approves the request, the Idaho Department of Education will be authorized to issue emergency provisional certificates to the qualifying candidates. An emergency provisional certificate is effective for one (1) year. No financial penalties will be assessed to the local education agency while

an emergency provisional certificate is in effect.

If the Board does not approve the request, the Idaho Department of Education will not be authorized to issue the requested emergency provisional certificates. The school district would be required to pursue other hiring options and may face financial impact.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff verified that each candidate has completed at least two years of college training and that the school district declared a hiring emergency. All candidates have been hired by a local education agency as teachers for the 2024-2025 school year.

Staff recommends the Board approve the Idaho Department of Education to issue one-year provisional certificates for candidates four (4) as presented above.

BOARD ACTION

I move to approve the Idaho Department of Education to issue emergency provisional standard instructional certificates for candidates 1-4 as presented above, effective for the 2024-2025 school year only, and pending a cleared background check.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Transportation Funding – 103% Cap Waiver

REFERENCE

| | |
|-----------|---|
| June 2022 | Board approved the request for six (6) districts to receive a funding cap waiver |
| June 2023 | Board approved the request for eight (8) school districts to receive a funding cap waiver |
| June 2024 | Board approved the request for six (6) school districts to receive a funding cap waiver |

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1006, Idaho Code designates certain bus runs as “hardship” runs, and allow the district to receive a higher cap based on the percentage of the district’s bus runs that exceed by “(103%) of the statewide average reimbursable cost per mile or the state average reimbursable cost per student rider...”

As of March 8, 2023, 30 school districts and/or charter schools were negatively affected by the pupil transportation funding cap.

The Idaho Department of Education received requests from various school districts and charter schools for a waiver of the 103% funding cap as provided in Section 33-1006, Idaho Code. Student Transportation staff reviewed these requests to ensure they meet the eligibility criteria. Of the 30 districts and charter schools negatively affected by the pupil transportation funding cap, only two districts have routes meeting the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. Both districts have applied for a waiver from the student transportation funding cap.

#244 Mountain View School District submitted school bus routes that met the required criteria. This represents 46.43% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 149.43%.

#281 Moscow School District submitted school bus routes that met the required criteria. This represents 18.75% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 121.75%.

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IMPACT

Approval of the cap waivers allows districts to be reimbursed for routes that meet the hardship criteria. Board inaction or denial of the funding cap waivers would result in a loss of funding for the school districts in question.

ATTACHMENTS

Attachment 1 – Negatively Affected Schools / Charters

Attachment 2 – Funding Cap Waiver Spreadsheet

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to approve the request by **#244 Mountain View School District** for a waiver of the 103% transportation funding cap at a new cap percentage rate of 149.43% for Fiscal Year 2024. This will result in a total of **\$5,913** in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

BOARD ACTION

I move to approve the request by **#281 Moscow School District** for a waiver of the 103% transportation funding cap, at a new cap percentage rate of 121.75% for Fiscal Year 2024. This will result in a total of **\$48,262** in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

| | | |
|------------|---|--------------------|
| 002 | JOINT SCHOOL DISTRICT NO. 2 | \$1,196,506 |
| 011 | MEADOWS VALLEY DISTRICT | \$17,323 |
| 071 | GARDEN VALLEY DISTRICT | \$47,074 |
| 073 | HORSESHOE BEND SCHOOL DISTRICT | \$3,860 |
| 132 | CALDWELL DISTRICT | \$363,163 |
| 149 | NORTH GEM DISTRICT | \$8,567 |
| 182 | MACKAY JOINT DISTRICT | \$46,596 |
| 233 | HAGERMAN JOINT DISTRICT | \$20,398 |
| 244 | MOUNTAIN VIEW SCHOOL DISTRICT | \$5,913 |
| 262 | VALLEY DISTRICT | \$17,045 |
| 271 | COEUR D'ALENE DISTRICT | \$126,382 |
| 281 | MOSCOW DISTRICT | \$48,262 |
| 340 | LEWISTON INDEPENDENT DISTRICT | \$58,375 |
| 401 | TETON COUNTY DISTRICT | \$33,773 |
| 411 | TWIN FALLS DISTRICT | \$347,030 |
| 412 | BUHL JOINT DISTRICT | \$25,792 |
| 421 | MCCALL-DONNELLY JOINT SCHOOL DISTRICT | \$69,409 |
| 433 | MIDVALE DISTRICT | \$33,447 |
| 456 | FALCON RIDGE PUBLIC CHARTER SCHOOL, INC. | \$3,974 |
| 462 | XAVIER CHARTER SCHOOL, INC. | \$48,621 |
| 478 | LEGACY PUBLIC CHARTER SCHOOL, INC. | \$4,423 |
| 496 | GEM PREP: POCATELLO, LLC | \$17,064 |
| 498 | GEM PREP: MERIDIAN, LLC | \$14,934 |
| 499 | FUTURE PUBLIC SCHOOL, INC. | \$24,478 |
| 511 | PEACE VALLEY CHARTER SCHOOL, INC. | \$1,029 |
| 513 | PROJECT IMPACT STEM ACADEMY, INC. | \$15,869 |
| 528 | SAGE INTERNATIONAL SCHOOL MIDDLETON, LLC | \$1,714 |
| 571 | GEM PREP: MERIDIAN SOUTH LLC | \$7,735 |
| 594 | GEM PREP: TWIN FALLS, LLC | \$10,470 |
| 796 | GEM PREP: NAMPA, LLC | \$20,525 |

| Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider | | | |
|---|----------------------|-----------------|---------------|
| Fiscal Year 2023-2024 Data - Approved Costs Reimbursed in Fiscal Year 2024-2025 (Eighteenth Capped Year) | | | |
| Set percentage cap to apply to statewide average | 103% | Riders per Mile | 1.5 |
| Revised: | 01/22/25 First Draft | | |
| | Cost Per Mile | Cost Per Rider | |
| Statewide Averages before cap | \$6.51 | \$1,624 | |
| | | | |
| Statewide Averages after cap | \$6.71 | \$1,673 | |
| | | | |
| Total Savings From Cap | \$2,690,083 | Capped Reimb. | Actual Reimb. |
| Savings Following Appeals & State Board Action | \$2,488,281 | \$120,129,605 | \$122,819,688 |

| Dist # | District Name | District Funding Capped - Reimbursement Reduced By: | Percent of Reimbursement Loss Subsequent to Cap Impact | Total 100% Reimbursable Costs Eligible at 50% | Total 100% Reimbursable Costs Eligible at 85% | Total 100% Reimbursable Contract Costs Eligible at District-Run Rate 50-85% | Total 100% Reimbursable Costs | Funding Cap Penalty Waived | % Hardship Bus Run Waived | Final Payment Amount |
|--------|-------------------------------|---|--|---|---|---|-------------------------------|----------------------------|---------------------------|----------------------|
| 244 | MOUNTAIN VIEW SCHOOL DISTRICT | \$5,913 | 1.0% | \$508,193 | \$428,674 | \$0 | \$936,867 | | | \$866,525 |
| 281 | MOSCOW DISTRICT | \$48,262 | 10.4% | \$429,482 | \$295,737 | \$0 | \$725,219 | | | \$578,716 |

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Requests for approval to transport students less than one and one-half miles for the 2024-2025 school year (safety busing)

REFERENCE

| | |
|-----------|---|
| June 2021 | Board approved the request for 97 school districts and 22 charter schools to transport students less than one and one-half miles for the 2019-2020 school year. |
| June 2022 | Board approved the request for 97 school districts and 22 charter schools to transport students less than one and one-half miles for the 2020-2021 school year. |
| June 2023 | Board approved the request for 96 school districts and 21 charter schools to transport students less than one and one-half miles for the 2021-2022 school year. |
| June 2024 | Board approved the request for 88 school districts and 26 charter schools to transport students less than one and one-half miles for the 2022-2023 school year. |

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code
Section 33-1502, Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 33-1006, Idaho Code, "The State Board of Education shall determine what costs of transporting pupils, including maintenance, operation and depreciation of basic vehicles, insurance, payments under contract with other public transportation providers whose vehicles used to transport pupils comply with federal transit administration regulations, "bus testing," 49 CFR part 665, and any revision thereto, as provided in subsection (4)(d) of this section, or other State Department of Education approved private transportation providers, salaries of drivers, and any other costs, shall be allowable in computing the transportation support program of school districts."

The transportation support program of a school district shall be based upon the allowable costs of transporting pupils less than one and one-half (1½) miles as provided in Section 33-1501, Idaho Code, when approved by the State Board of Education.

The *Standards for Idaho School Buses and Operations* states, "All school districts submitting applications for new safety busing reimbursement approval shall establish a board policy for evaluating and rating all safety busing requests. The State Department of Education staff shall develop and maintain a measuring instrument model, which shall include an element for validating contacts with

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responsible organizations or persons responsible for improving or minimizing hazardous conditions. Each applying district will be required to annually affirm that conditions of all prior approved safety busing requests are unchanged.

The local board of trustees shall annually, by official action (33-1502, Idaho Code and SISBO p.79, M), approve all new safety busing locations. School districts that receive state reimbursement of costs associated with safety busing will re-evaluate all safety busing sites at intervals of at least every three years using the local board adopted measuring or scoring instrument. In order to qualify for reimbursement, the local school board will, by official action, approve the initial safety-busing request and allow the students in question to be transported before the application is sent to the state. Consideration for reimbursement is contingent on the application being received by the State Department of Education Transportation Section on or before March 1 of the school year in which the safety busing began.

All requests are submitted on the Safety Busing form found in the Idaho Bus Utilization System (IBUS) Portal. Reminders are emailed to all districts and charter schools prior to March 1. All requests recommended for approval are compliant with Section 33-1006, Idaho Code.

Eighty-five (85) school districts and nineteen (19) charter schools affecting 30,907 students applied for safety busing using the correct form and are being recommended for approval.

IMPACT

The approval of LEAs with safety-based students listed in Attachment 1 allows LEAs to be reimbursed for routes that meet the safety busing requirements. Board inaction or denial of the safety bus waivers would result in a loss of funding for the LEAs in question.

ATTACHMENTS

Attachment 1 – List of 104 LEAs that applied for safety busing using correct form affecting 30,907 students with recommendation for approval.

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to approve the requests by eighty-five (85) school districts and nineteen (19) charter schools for approval to transport students less than one and one-half (1½) miles as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Safety Busing Rider Count Report 2024-2025

| | 2024-2025 |
|---|-----------|
| Aberdeen District | 97 |
| American Falls Joint District | 157 |
| Basin School District | 67 |
| Blackfoot Charter Community Learning Center, Inc. | 74 |
| Blackfoot District | 570 |
| Bliss Joint District | 44 |
| Boise Independent District | 777 |
| Bonneville Joint District | 3412 |
| Boundary County District | 78 |
| Bruneau-Grand View Joint School District | 7 |
| Butte County Joint District | 25 |
| Caldwell District | 616 |
| Camas County District | 7 |
| Cambridge Joint District | 5 |
| Cassia County Joint District | 536 |
| Castleford District | 5 |
| Challis Joint District | 16 |
| Clark County District | 26 |
| Coeur D'alene District | 786 |
| Compass Public Charter School, Inc. | 39 |
| Cottonwood Joint District | 43 |
| Elevate Academy Inc. | 24 |
| Elevate Academy North, Llc | 1 |
| Emmett Independent District | 261 |
| Falcon Ridge Public Charter School, Inc. | 17 |
| Filer District | 164 |
| Firth District | 44 |
| Fruitland District | 135 |
| Future Public School, Inc. | 16 |
| Garden Valley District | 28 |
| Gem Prep: Meridian, Llc | 2 |
| Gem Prep: Nampa, Llc | 18 |
| Genesee Joint District | 46 |
| Glenns Ferry Joint District | 109 |
| Gooding Joint District | 304 |
| Grace Joint District | 73 |
| Hansen District | 46 |
| Heritage Academy, Inc. | 19 |
| Heritage Community Charter School, Inc. | 92 |
| Homedale Joint District | 433 |
| Horseshoe Bend School District | 42 |
| Idaho Arts Charter School, Inc. | 25 |
| Idaho Falls District | 1080 |
| Idaho Science And Technology Charter School, Inc. | 35 |
| Idaho Stem Academy, Inc. | 17 |
| Jefferson County Joint District | 1128 |
| Joint School District No. 2 | 2369 |
| Kamiah Joint District | 38 |

| | |
|--|------|
| Kellogg Joint District | 31 |
| Kimberly District | 129 |
| Kootenai District | 17 |
| Kuna Joint District | 149 |
| Lake Pend Oreille School District | 220 |
| Legacy Public Charter School, Inc. | 13 |
| Lewiston Independent District | 97 |
| Liberty Charter School, Inc. | 4 |
| Madison District | 2715 |
| Marsh Valley Joint District | 43 |
| Marsing Joint District | 51 |
| Meadows Valley District | 23 |
| Melba Joint District | 18 |
| Midvale District | 15 |
| Minidoka County Joint District | 1251 |
| Moscow District | 146 |
| Mountain Home District | 272 |
| Mountain View School District | 125 |
| Murtaugh Joint District | 71 |
| Nampa School District | 3474 |
| New Plymouth District | 64 |
| North Gem District | 16 |
| North Star Charter School, Inc. | 10 |
| Notus District | 200 |
| Oneida County District | 106 |
| Orofino Joint District | 40 |
| Parma District | 121 |
| Plummer-Worley Joint District | 82 |
| Pocatello District | 1525 |
| Post Falls District | 202 |
| Potlatch District | 23 |
| Preston Joint District | 602 |
| Richfield District | 25 |
| Ririe Joint District | 297 |
| Rockland District | 34 |
| Salmon District | 75 |
| Shoshone Joint District | 228 |
| Snake River District | 84 |
| Soda Springs Joint District | 434 |
| South Lemhi District | 12 |
| St Maries Joint District | 33 |
| Sugar-Salem Joint District | 28 |
| Swan Valley Elementary District | 20 |
| Thomas Jefferson Charter School, Inc. | 70 |
| Treasure Valley Classical Academy, Inc. | 15 |
| Troy School District | 69 |
| Twin Falls District | 1410 |
| Vallivue School District | 1286 |
| Victory Charter School, Inc. | 2 |
| Vision Charter School, Inc. | 96 |
| Wallace District | 132 |

| | |
|---------------------------------|-----|
| Weiser District | 355 |
| Wendell District | 90 |
| West Jefferson District | 24 |
| West Side Joint District | 175 |
| Wilder District | 105 |

SUBJECT

Graduate Medical Education – Committee Appointments

REFERENCE

| | |
|---------------|---|
| December 2017 | Board approved a Graduate Medical Education 10-year plan. |
| June 2018 | Board approved first reading of Board Policy III.C. Graduate Medical Education Committee. |
| August 2018 | Board approved second reading of Board Policy III.C. Graduate Medical Education Committee. |
| June 2020 | Board approved reappointments to the Graduate Medical Education Committee. |
| August 2020 | Board approved the appointments of Dr. Jaren Blake and Dr. A.J. Weinhold to the Graduate Medical Education Committee. |
| October 2020 | Board approved the appointments of Dr. Thomas Mohr and Dr. John Grider to the Graduate Medical Education Committee. |
| October 2022 | Board approved the appointments of Dr. Perry Brown Jr., Dr. Abby Davids, Dr. Robyn Dreibelbis, and Dr. Matthew Larsen and the reappointments of Dr. Mary Barinaga, Dr. Justin Glass, Dr. John Grider, Dr. Melissa Hagman, Susie Keller, Dr. Samantha Portenier, Dr. Kimberly Stutzman, and Dr. William Woodhouse to the Graduate Medical Education Committee. |
| December 2022 | Board approved the reappointment of Dr. Clay Prince, Chief Medical Officer for Madison Health, to the Graduate Medical Education Committee. |
| June 2024 | Board approved appointments of Dr. Brandon Mickelsen, Dr. Caroline Elizabeth Gass, Dr. Patricia Howell-DelTufo, and Travis Leach to the Graduate Medical Education Committee. |

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Graduate Medical Education (GME) committee plays a vital role in making recommendations on the implementation and refinement of the 10-year GME plan approved by the Board at the December 5, 2017, special Board meeting.

Consistent with Board Policy III.C, the purpose of the GME Committee is to provide recommendations to the Board on ways to enhance graduate education in the state of Idaho. The committee also supports the development, implementation, and

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monitoring of the Board's graduate medical education short and long-term plans. The committee reports to the Board through the Instruction, Research, and Student Affairs Committee.

A maximum of thirty (30) members can serve on the committee. All committee members are appointed by the Board. Committee members represent postsecondary institutions providing graduate medical education for Idaho, residency sites, the Idaho Medical Association, and the Office of the State Board of Education. Representatives from medical organizations include a physician and an administrator. Appointments and/or reappointments serve five-year terms.

The Board is currently being asked to consider appointing Dr. Michael Krug, Medical Director for Physician and APP Education at St. Luke's Health System. Dr. Krug will be replacing current GME committee member Dr. Bart Hill of St. Luke's Health System, as Dr. Hill is retiring. Dr. Krug will serve in this role through the end of Dr. Hill's term on June 30, 2025, and will be considered for reappointment for a 5-year term at the June 2025 Board meeting.

IMPACT

Dr. Krug provided his credentials to serve on the GME Committee on behalf of St. Luke's Health System.

ATTACHMENTS

Attachment 1 – GME Committee Members 2025
Attachment 2 – CV for Michael Krug, MD

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to appoint Dr. Michael Krug, MD of St. Luke's Health System, to serve on the Graduate Medical Education Committee effective immediately and expiring June 30, 2025.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

GRADUATE MEDICAL EDUCATION COMMITTEE MEMBERS (updated April 2025)

| Institution | Representative | Email | Term Expiration June 30 of |
|--|--|--|-------------------------------|
| Office of State Board of Education | Joshua Whitworth, Executive Director Patrick Coulson, CFO | jwhitworth@edu.idaho.gov pcoulson@edu.idaho.gov | Ex Officio |
| GME Coordinator | Ted Epperly, MD | tedepperly@fullcircleidaho.org | Ex Officio |
| Idaho Hospital Association | Brian Whitlock | bwhitlock@teamiha.org | 2025 |
| Idaho Medical Association | Susie Pouliot Keller, CEO (Mike Cunnington, IMA Director of Government Affairs) | susie@idmed.org cunnington@idmed.org | 2027 |
| Idaho College of Osteopathic Medicine | Robyn Dreibelbis, DO | rdreibelbis@icom.edu (updated email 1/2024) | 2027 |
| University of Utah School of Medicine | Ben Chan, MD (Occasionally Kylie Christensen Assoc Director/ MPH for RUUTE and Regional Affairs for Chan) | Benjamin.Chan@hsc.utah.edu kylie.christensen@hsc.utah.edu | 2025 |
| University of Washington School of Medicine | Mary Barinaga, MD | barinm@uw.edu | 2027 |
| Full Circle Family Med Boise | Abby Davids, MD | abbydavids@fullcircleidaho.org | 2027 |
| Full Circle Family Med Caldwell | Samantha Portenier, MD | samanthaportenier@fullcircleidaho.org | 2027 |
| Full Circle Family Med Nampa | Kim Stutzman, MD | KimStutzman@fullcircleidaho.org | 2027 |
| Full Circle Family Med Twin Falls | Joshua Kern, MD | kernjw@slhs.org | 2025 |
| Full Circle Pediatrics | Perry Brown, MD | PerryBrown@fullcircleidaho.org | 2027 |
| Idaho State University Family Medicine Residency | Brandon Mickelson, MD | brandonmickelsen@isu.edu | 2027 |
| ISU Family Medicine Rexburg | A.J. Weinhold, MD | weinana@isu.edu ajweinhold@isu.edu | 2025 |

| | | | |
|---|---|--|------|
| Coeur d' Alene Family Medicine Residency | Dick McLandress, MD | RMclandress@kh.org rmclandr@uw.edu | 2025 |
| EIRMC Family Medicine | Joshua Stringam, DO Luisa Hiendlmayr, MD (APD) has been attending in lieu of Stringham | Joshua.Stringam@hcahealthcare.com luzpineda25@gmail.com | 2025 |
| EIRMC Internal Medicine | Vacant/ Patricia Howell-DelTufo, MD representing | | |
| EIRMC Psychiatry | Matt Larsen, DO | Drmattlarsen@gmail.com | 2027 |
| UW Boise Internal Medicine | Moe Hagman, MD – Chair | mhagman@uw.edu | 2027 |
| UW Boise Psychiatry | Caroline Elizabeth (Liz) Gass, MD | Caroline.Gass@va.gov | 2025 |
| University of Utah/Idaho Psychiatry Residency | Beth Botts, MD | Elizabeth.Botts@hsc.utah.edu | 2025 |
| Saint Alphonsus Healthcare | Lisa Nelson, MD – Vice Chair (Occasionally Diane Johnson for Nelson) | Lisa.M.Nelson@saintalphonsus.org Diane.L.Johnson@saintalphonsus.org | 2025 |
| St. Luke's Healthcare | Bart Hill, MD (to be replaced by Dr. Michael Krug pending April 2025 Board action) | hillb@slhs.org krugmi@slhs.org | 2025 |
| Portneuf Medical Center | Vacant | | |
| Madison Memorial Hospital | Clay Prince, MD | clayprince@mmhnet.org | 2027 |
| Kootenai Health | Jon Ness | jness@kh.org | 2025 |
| Boise VAMC | Andy Wilper, MD | wilpera@gmail.com | 2025 |
| Eastern Idaho Regional Medical Center | Patricia Howell-DelTufo, MD | patricia.howell@hcahealthcare.com | 2025 |
| West Valley Medical Center | Travis Leach | Travis.Leach@hcahealthcare.com | 2025 |

CURRICULUM VITAE
MICHAEL F KRUG, MD, FACP

February 2025

PERSONAL DATA

Place of Birth: Livingston, NJ (12/12/1978)

EDUCATION

1997-2001 BA, Neuroscience, *magna cum laude*, Columbia University, New York, NY
2004-2008 MD, *alpha omega alpha*, University of Michigan, Ann Arbor, MI

POSTGRADUATE TRAINING

2008-2011 Intern and Resident in Internal Medicine, University of Washington, Seattle, WA
2011-2012 Chief Resident, Internal Medicine, University of Washington Medical Center, Seattle, WA

FACULTY POSITIONS HELD

2012-2015 Acting Instructor, University of Washington
2015-2021 Clinical Assistant Professor, University of Washington
2021- Clinical Associate Professor, University of Washington

HOSPITAL POSITIONS HELD

2012-2016 Attending Physician, University of Washington Medical Center, Seattle, WA
2013-2016 Associate Medical Director, Clinical Resource Management, University of Washington Medical Center, Seattle, WA
2015-2016 Assistant Medicine Clerkship Director, University of Washington Medical Center, Seattle, WA
2016-2024 Attending Physician, Boise VA Medical Center, Boise, ID
2016-2024 Associate Residency Program Director, University of Washington - Boise Internal Medicine Residency, Boise, ID
2025-present Hospitalist, St. Luke's Health System, Boise, ID
2025-present Medical Director for Physician & APP Education, St. Luke's Health System

CURRENT EMPLOYMENT

Hospitalist, St. Luke's Health System
Medical Director for Physician & APP Education, St. Luke's Health System

HONORS

1997 All American, High School Boys' Indoor Track & Field
2000 First Team Academic All-Ivy
2000 First Team All-East and Second Team All-Ivy, Varsity Track & Field
2000 Varsity Captain, Columbia University Cross Country
2001 Varsity Captain, Columbia University Indoor and Outdoor Track & Field
2001 *magna cum laude*, Columbia University
2008 Alpha Omega Alpha National Medical Honor Society inductee
2009 Intern Excellence in Teaching Award, University of Washington
2010 Resident Excellence in Teaching Award, University of Washington
2017 Tina Juul-Dam Excellence in Teaching Award, UW Boise
2019 Idaho WWAMI Excellence in Teaching Award
2019 WWAMI Pro Award (fostering core professional values in medicine)
2020 Richard M. Tucker WWAMI Faculty Excellence in Teaching Award
2021 Richard M. Tucker WWAMI Faculty Excellence in Teaching Award

2021 Idaho WWAMI Excellence in Teaching Award
2022 Idaho WWAMI Excellence in Teaching Award
2024 WWAMI Pro Award (fostering core professional values in medicine)

BOARD CERTIFICATION

2011 Certified, American Board of Internal Medicine
2021 Re-Certified, American Board of Internal Medicine

LICENSURE

2011-2016 Washington State Medical License
2016-present Idaho State Medical License

PROFESSIONAL ORGANIZATIONS

2011-2017 Society of General Internal Medicine
NW Region President 2015-2016
2011-present American College of Physicians
Elected Fellow 2018

TEACHING RESPONSIBILITIES

A. Clinical Teaching/Precepting

2012-2016 Clinical Teaching, Inpatient Medicine, University of Washington Medical Center
(~12 weeks per year)
2016-2024 Clinical Teaching, Inpatient Medicine, Boise VA Medical Center
(20 weeks per year)
2016-2024 Clinical Teaching, Perioperative Medicine, Boise VA Medical Center
(4 hours per week)
2025-present Clinical Teaching, Inpatient Medicine, St. Luke's Regional Medical Center

B. Graduate Medical Education

2011-2012 Chief Resident, University of Washington Med Ctr (50%, responsible for morning report, chief's rounds, noon conference, grand rounds)
2012-2016 Rotation Director, University of Washington Inpatient Medicine (100%)
2014-2016 Root Cause Analysis workshop (50%, all senior residents at UW IM residency)
2016-2024 Associate Residency Program Director, UW Boise (50%, I am chair of Core Competency Committee, chair of Rank committee)
2019-2025 Chief Resident in Quality and Safety Mentor (100%)
2019-2020 Dr. Samantha Hersrud
2020-2021 Dr. Patrick Osterkamp
2021-2022 Dr. Jesse Keeler
2022-2023 Dr. James Yan
2023-2024 Dr. Aaron Spurlock
2024-2025 Dr. Annika Kohlmeier
2024-2025 Dr. Jay Koernke
2021-2025 Den Leader, National Chief Resident in Quality and Safety program (50%, 6-8 chief residents from the western U.S.)

C. Undergraduate Medical Education

2011-2012 Chief Resident, University of Washington Med Ctr (50%, responsible for student didactics, physical exam rounds, and morning report)
2015-2016 Assistant Medicine Clerkship Director, University of Washington Med Ctr

D. Interprofessional Education

2014-2016 Foundations of Interprofessional Practice Group Leader (50%, quarterly, 5 professions included)
2015-2016 Co-Chair, Mock Code Committee, UW Medical Center (50%, 4 professions)
2016-2017 Co-Chair, Interprofessional Quality Improvement Curriculum (50%, yearly 9 month curriculum, 5 professions)
2017-2025 Chair, Interprofessional Quality Improvement Curriculum (100%, yearly 9 month curriculum, 7 professions)
2019-2025 Quality Improvement Elective co-leader (30%, 2 week elective, 3 professions)
2021-2025 Leader, Patient Safety Workshop (80%, 4x 2 hour workshop, 6 professions)
2024-2025 Leader, Error Disclosure Workshop (80%, 4x 2 hour workshop, 1 profession)

E. Invited Talks. *see section 18 of this CV after the bibliography section

EDITORIAL RESPONSIBILITIES

2023 Clinical Editor, ACP MKSAP Extension Questions (ID, Neurology, GIM – 36 total)

SPECIAL NATIONAL RESPONSIBILITIES

2015-2017 National Leadership Council Member, Society for General IM (SGIM)
2015-2016 President, Northwest Chapter, Society for General IM (SGIM)
2020-2021 ACP Board Review Course Curriculum Committee
2022-2024 ACP Scientific Program 2024 Planning Committee

SPECIAL REGIONAL RESPONSIBILITIES

2014-2016 Planning committee member, 2014 and 2016 WA ACP annual meetings
2014 Chair, Hospital Medicine Pre-course, 2014 Washington ACP annual meeting
2016 Meeting Chair, 2016 Washington ACP Annual Scientific Meeting
2017-2024 Planning committee member, Idaho ACP Hindson conference
2021-2025 Chief Resident in Quality and Safety (CRQS) Den Leader

SPECIAL LOCAL RESPONSIBILITIES

2011-2016 Medical Emergency Response committee member, UW Med Center
2012-2016 Core Faculty Member, University of Washington IM Residency (Seattle)
2013-2016 Associate Medical Director for Clinical Resource Management, UW Med Ctr (100%, reducing readmissions lead, clinical resource management physician lead, clinical documentation specialists physician lead, etc)
2013-2016 Resident Selection Committee Member, UW IM Residency
2013-2016 Interdisciplinary Rounds Task Force member, UW Med Center
2017-2024 High Reliability committee member
2017-2024 Transfusion Utilization committee member
2020-2022 Chair, Boise VA Inpatient Faculty Development Curriculum
2017-2025 Chair, Boise VA Interprofessional Patient Safety and QI curricula

RESEARCH FUNDING

None

BIBLIOGRAPHY

A. Publications in Refereed Journals

1. **Krug MF**, Golob AL, Wander PL, Wipf JE. Changes in Resident Well-Being at One Institution Across a Decade of Progressive Work Hours Limitations. *Acad Med*. 2017;92(10):1480-1484. doi:10.1097/ACM.0000000000001675

2. Albert TJ, Redinger J, Starks H,...**Krug, M** et al. Internal Medicine Residents' Perceptions of Morning Report: a Multicenter Survey. *J Gen Intern Med*. 2021;36(3):647-653. doi:10.1007/s11606-020-06351-7
3. Albert TJ, Bradley J, Starks H,...**Krug, M** et al. Internal Medicine Residents' Perceptions of Virtual Morning Report: a Multicenter Survey. *J Gen Intern Med*. 2022;37(6):1422-1428. doi:10.1007/s11606-021-06963-7
4. Doxey RS, **Krug MF**, Tivis R. The Lunch Conference Diet: Fostering Resident Engagement in Culinary Medicine Through a Curriculum Centered on Changes to Provided Conference Food. *Am J Lifestyle Med*. 2021;15(3):249-255. Published 2021 Feb 19. doi:10.1177/1559827621994499
5. Ronan MV, Gordon KS, Skanderson M, **Krug M**, et al. Contemporary Management and Outcomes of Veterans Hospitalized With Alcohol Withdrawal: A Multicenter Retrospective Cohort Study. *J Addict Med*. Published online March 7, 2024. doi:10.1097/ADM.0000000000001297
6. **Krug MF**, Carrasco A, Christopher AS, Weppner WG. The Impact of Changing From a 6+2 to a 3+1 Residency Block Schedule on Patient Access and Other Outcomes. *J Grad Med Educ* 1 April 2024; 16 (2): 202–209. doi: <https://doi.org/10.4300/JGME-D-23-00471.1>
7. Allaudeen N, Akwe J, Arundel C,...**Krug M** et al. Medications for alcohol-use disorder and follow-up after hospitalization for alcohol withdrawal: A multicenter study. *J Hosp Med*. Published online July 19, 2024. doi:10.1002/jhm.13458

B. Collaborative Authorship

C. MedEdPortal or other peer-reviewed curricula

D. Book Chapters

1. **Krug, M**. “General Medicine Chapter” - Board Basics 3 2012 (ACP published companion to MKSAP)
2. **Krug, M**. “Allergy/Immunology” - Board Basics 3 2012 (ACP published companion to MKSAP)
3. **Krug, M**. “Post Operative Electrolyte Abnormalities” – The Perioperative Medicine Handbook, Springer 2020

E. Published Books, Videos, Software, etc

F. Other Publications

Published Podcasts

Krug, M. “Teaching Effectively in Large Group Settings”. Mountainlion Podcast. Published 8/22/2019. Played 991 times as of 3/12/2024.
<https://soundcloud.com/mountainlion-2/teaching-effectively-in-large-group-setting>

Krug, M. and Goldberger, Z. “Atrial Fibrillation”. CMEssentials Podcast, Oakstone CME. Published 10/2024

Krug, M. and Abrams, H. “Iron Deficiency Anemia”. CMEssentials Podcast, Oakstone CME. Published 2/2025

Published Review Questions

Krug, M. Pulmonary Medicine. MKSAP 16 Update 2 - Published 1/15/14 (8 questions authored)

Krug, M. Gastroenterology and Hepatology. MKSAP 16 Update 3 - Published 7/31/14 (12 questions authored)

Krug, M. Pulmonary Medicine. MKSAP 16 Update 4 - Published 1/15/15 (6 questions authored)

Krug, M. General Medicine. MKSAP 17 Update 2 –Published 1/13/17 (6 questions authored)

Published Educational/Audio Reviews

Krug, M. Practical Reviews in Internal Medicine. Oakstone CME. Written and audio reviews of recently published journal articles for a national CME audience. Author of **176 reviews** between 3/2012-2/2025

<https://oakstone.com/practical-reviews/>

Published Brief Reviews

Wong C, **Krug M.** Pearls for the Internist Taking Care of the Patient with a Solid Organ Transplant. SGIM Forum 39(7):9,14,16.

H. Published Abstracts

1. Wolfson S, Graham N, **Krug M**, Farahani A. Monoptic versus dichoptic presentation in the probed-sinewave paradigm. Investigative Ophthalmology & Visual Science Annual Meeting. 2001, May; 42(4):S157.
2. Pizzolato J, Sharma S, Maki R, **Krug M**, Hammershaimb L, Pluda J. Phase I study of Medi-522, an alpha V β 2 integrin inhibitor, in patients with irinotecan-refractory colorectal cancer. American Society of Clinical Oncology Annual Meeting. 2003, Jun; 22(1) #983.
3. Sharma S, **Krug M**, Tong W, Kemeny N. Phase I study of escalating doses of fixed rate intrahepatic infusion of gemcitabine via an intrahepatic pump for patients with hepatic metastases from colorectal carcinoma. American Society of Clinical Oncology Annual Meeting. 2003, Jun; 22(1) #1268.
4. Salazar L, Coveler A, Fintak PA, Higgins D, Waisman JR, **Krug M**, Disis ML. Low doses of a plasmid DNA vaccine encoding the HER-2/neu intracellular domain effectively stimulate tumor specific immunity. Breast Cancer Research and Treatment. 2006, Dec; 100(suppl 1).

INVITED TALKS, INCLUDING CME PRESENTATIONS

Invited National and International Lectures

1. April 26, 2013 “The Effects of a Decade of Progressive Duty Hour Limitations at a Multi-Hospital Internal Medicine Residency Program” National SGIM Meeting 2013
2. May 4, 2016 “Changing Paradigms in Hospital Medicine” ACP Annual National Meeting 2016. Washington D.C. Advances in Medical Therapeutics Precourse
3. March 19, 2017 “Learners in Need” Workshop. AAIM National Chief Resident Meeting
4. March 29, 2017 “Hospital Medicine 2017” ACP Annual National Meeting 2017. San Diego, CA. Advances in Medical Therapeutics Precourse
5. March 18, 2018 “Learners in Need” Workshop. AAIM National Chief Resident Meeting
6. April 18, 2018 “Therapy Pearls in the Inpatient Setting” ACP Annual National Meeting 2018. New Orleans, LA. Advances in Therapeutics Precourse.
7. April 2019 “Teaching Effectively in a Large Audience Setting” Workshop. Alliance for Academic Internal Medicine (AAIM) National Meeting.
8. April 16, 2019 “Learners in Need” Workshop. AAIM National Chief Resident Meeting
9. April 10, 2019 “Therapy Pearls in and Around the Hospital” ACP Annual National Meeting 2019. Philadelphia, PA. Advances in Therapeutics Precourse.
10. November 11, 2021 “Teaching Effectively in a Large Audience Setting” CDIM Webinar.
11. April 10, 2022 “Learners in Need” Workshop. AAIM National Chief Resident Meeting. Charlotte, NC.
12. April 10, 2022 “Morning Report” Workshop. AAIM National Chief Resident Meeting. Charlotte, NC
13. April 11, 2022 “How to Teach Patient Safety Principles Through Simulation” AAIM

- National Meeting Workshop. Charlotte, NC.
14. April 27, 2022 “Therapy Pearls in the Hospital Setting” ACP Annual National Meeting. Advances in Therapy Precourse. Chicago, IL
 15. April 4, 2023 “Unconventional Ideas to Jump Start Your Next 5 Star Didactic Presentation” AAIM National Meeting Workshop. Austin, TX
 16. April 26, 2023 “Therapy Pearls in the Inpatient Setting” ACP Annual National Meeting. Advances in Therapy Precourse. San Diego, CA.
 17. April 17, 2024 “Therapy Pearls in the Inpatient Setting” ACP Annual National Meeting. Advances in Therapy Precourse. Boston, MA.

Invited Regional Lectures

1. February 27, 2014 University of Washington sponsored Update in Hospital Medicine CME Course “The new anticoagulants”
2. November 6, 2014 Washington ACP Annual Scientific meeting - “Articles that have changed my practice of inpatient medicine”
3. February 6, 2015 NW Regional SGIM meeting - “Update in Hospital Medicine”
4. May 29, 2015 Washington ACP Spring Scholarship Day: “Getting Credit for the Work That You Do”
5. February 5, 2016 NW SGIM – “NW Region Update and Business Meeting”
6. May 20, 2016 Washington ACP Spring Scholarship Day: “Career Mentoring and Getting Credit for the Work that You Do.”
7. November 12, 2016 Washington ACP Annual Scientific Meeting: “Psychiatry Pearls: A Q&A between an internist and a psychiatrist”
8. January 14, 2017 Idaho Annual ACP Meeting: “Hospital Medicine 2017: Recent Guidelines and Articles that Have Changed My Practice”
9. January 13, 2018 Idaho Annual ACP Meeting: “Update in Hospital Medicine”
10. July 26, 2019 “ECGs for the ABIM Boards.” Seattle ACP Board Review Course.
11. July 27, 2019 “Hospital Medicine for the ABIM Boards.” Seattle ACP Board Review Course.
12. July 22, 2021 “Hospital Medicine for the ABIM Boards.” Washington ACP Board Review Course (virtual)
13. July 23, 2021 “ECGs for the ABIM Boards.” Washington ACP Board Review Course (virtual)
14. January 22, 2022 “How to Promote Patient Safety Principles Through Simulation” Combined Northwest/California SGIM Regional Meeting (virtual)
15. July 21, 2022 “Hospital Medicine for the ABIM Boards” Washington ACP Board Review Course (virtual)
16. July 22, 2022 “ECGs for the ABIM Boards” Washington ACP Board Review Course (virtual)
17. July 20, 2023 “Hospital Medicine for the ABIM Boards” Washington ACP Board Review Course (virtual)
18. July 21, 2023 “ECGs for the ABIM Boards” Washington ACP Board Review Course (virtual)
19. March 8, 2024 “Update in Inpatient Internal Medicine” Northwest SGIM Regional Meeting

Invited Local Lectures (Lectures delivered to small audiences or exclusively to trainees have been excluded for brevity. I have delivered 3-5 invited lectures per year to trainees since 2014)

1. October 20, 2011 “Clinical Problem Solving with Dr. Lawrence Tierney” co-presenter. University of Washington DOM Grand Rounds

2. June 7, 2012 “Resident Duty Hours, or: How I Learned to Stop Worrying and Love the ACGME.” University of Washington DOM Grand Rounds (Seattle)
3. October 22, 2015 “Update in Decompensated ESLD” Boise VA Grand Rounds
4. November 24, 2015 UW Morbidity & Mortality Conference - “VRE flare” and “Severe AKI due to Antibiotic Toxicity”
5. February 5, 2016 NW Region Update and Business Meeting, NW SGIM
6. September 8, 2016 “Update in Hospital Medicine” Boise VA Grand rounds
7. October 5, 2017 “Misses, Near Misses, and other things I am terrified of” Boise VA Grand Rounds
8. March 8, 2018 “Role Modeling and the Hidden Curriculum” Boise VA interprofessional faculty development series (BACHE)
9. May 10, 2018 “Effective Large Audience Teaching” Boise VA interprofessional faculty development series (BACHE)
10. May 31, 2018 “Therapy Pearls in the Inpatient Setting”. Boise VA Grand Rounds
11. February 6, 2020 “Practice Changing Advances in Hospital Medicine”, Boise VA Grand Rounds
12. September 2, 2020 “Inpatient Diabetes Management” Boise VA Inpatient Faculty Development Series
13. December 10, 2020 “Best Practices in Virtual Teaching”, Boise VA interprofessional faculty development series (EDUCATE)
14. January 13, 2021 “How to Teach Acid-Base” Boise VA Inpatient Faculty Development Series
15. February 17, 2021 “Updates in Acute Care Medicine” Boise VA Grand Rounds
16. March 31, 2021 “Practice Changing Pearls In and around the Hospital” Ada County Medical Society Grand rounds
17. February 22, 2022 “Improving Patient Safety at the Boise VA” Boise VA Grand Rounds
18. March 30, 2023 “Updates in Hospital Medicine” Boise VA Grand Rounds
19. February 14, 2024 “Innovative Presentation Styles to Jump Start Your Next Didactic Session” University of Pennsylvania Grand Rounds (virtual)
20. February 29, 2024 “Updates in Inpatient Medicine” Boise VA Grand Rounds

UNIVERSITY OF IDAHO

SUBJECT

Undergraduate Certificate in Managing Facilities for Efficiency and Health – Self-Support Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R

BACKGROUND/DISCUSSION

Over the last five years, there have been multiple requests from industry partners for a certificate in facility management, particularly in the healthcare industry, by Idaho's largest employer, St. Luke's Healthcare Systems and by college advisory board members at the spring 2024 board meeting. Each year, close to one third of all energy used in the U.S. is for buildings. As buildings become increasingly complex, skilled facility managers are needed to operate the building to maximize the health of occupants and minimize energy usage. As commercial real estate adjusts to post-covid occupancy patterns, those buildings with low utility costs and high occupant satisfaction will be in the highest demand, which can only be provided through effective facility managers.

IMPACT

There are a few similar certificates offered nationwide, and this certificate will address a regional and national need to educate and certify individuals in facility management for building efficiency and health. This 12-credit certificate program will charge a \$650.00 per credit fee, for a total of \$7,800, which will pay for instructional delivery of the certification. The fee proposed will be used to pay temporary instructors whose expertise is in the field of facility management for efficiency and health. This request aligns with Board Policy V.R.3.b.iv: Self-Support Program Fees. The proposed fee was shared with the Faculty Senate committee at their March 18, 2025 meeting. Faculty recommends approval.

While the targeted audience for this certificate program is working professionals, it is anticipated that traditional students may have an interest in pursuing this program in addition to their normal degree requirements. Working professionals will pay the self-support fee, but traditional students who pursue the certificate will pay standard tuition and fees, rather than the self-support fee.

ATTACHMENTS

Attachment 1 – Letter of Notification – Undergraduate Certificate in Managing Facilities for Efficiency and Health
Attachment 2 – Managing Facilities Budget

BOARD STAFF COMMENTS AND RECOMMENDATIONS

CONSENT
APRIL 16-17, 2025

The proposed self-support program fee for the Undergraduate Certificate in Managing Facilities for Efficiency and Health conforms to the requirement in Board Policy V.R.3.b.iv. that the certificate program *“be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services and features as full-time, resident and non-resident tuition paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online.”*

Board policy also stipulates that no appropriated funds may be used for self-support programs, that self-support program fees be all-inclusive and no other fees charged in connection with participation in the program, and that self-support program finances are tracked and accounted for separately from all other institutional programs except as provided in subsection 3.b.iv. Policy also indicates *“if a self-support program fee is approved for a new program, institutions may fund start-up costs through reallocation or use of reserves. The program must demonstrate the ability to support its costs, both direct and indirect, within a period not to exceed three years from program start-up.”*

UI’s request to charge a self-support program fee of \$650 per credit per semester for the Undergraduate Certificate in Managing Facilities for Efficiency and Health aligns with criteria as defined in Board Policy V.R.3.b.iv.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to charge a self-support program fee in the amount of \$650 per credit hour for the Undergraduate Certificate in Managing Facilities for Efficiency and Health in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
APRIL 16-17, 2025

March 25, 2025

Patty Sanchez
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037
Psanchez@edu.idaho.gov

Dear Ms. Sanchez,

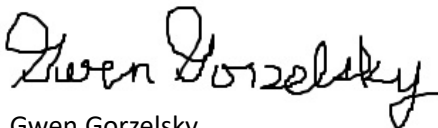
The purpose of this Notification Letter is to notify you of changes, per Board Policy III.G.3.c., identified as actions related to academic programs or units. This change has been fully reviewed and approved at the institutional level. We will notify NWCCU as appropriate and implement the actions effective with the 2025-26 catalog.

Adding Managing Facilities for Efficiency and Health Undergraduate Academic Certificate for 12 credits; available face-to-face in Moscow only, with a self-support fee of \$650 per credit hour. This certificate is intended for those who wish to manage commercial and industrial buildings. Students will learn how to identify and measure specific metrics on building performance and understand the factors that affect indoor environmental performance such as indoor pollution, thermal performance, and sound transmission. The certificate also includes a course on project and personnel management so students will learn how to coordinate technical projects and set up workflows that will help them communicate when overseeing building infrastructure retrofits. The goal is to equip facility managers with the skills needed to operate increasingly complex buildings in a way that maximizes the health of the occupants and minimizes energy costs.

While the targeted audience for this certificate program is working professionals, it is anticipated traditional students may have an interest in pursuing this program in addition to their normal degree requirements. Working professionals will pay the self-support fee, but traditional students who pursue the certificate will pay standard tuition and fees, rather than the self-support fee.

Let us know if you have any questions.

Sincerely,



Gwen Gorzelsky
Vice Provost for Academic Initiatives

cc: Torrey Lawrence

CONSENT
APRIL 16-17, 2025

5. Resources Required for Implementation. "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.

| Estimated Fiscal Impact | | FY 2026 | | FY 2027 | | FY 2028 | | FY 2028 | |
|--|--|------------|--|------------|--|------------|--|------------|--|
| | | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Revenue | | | | | | | | | |
| 1. New Appropriated Funding Request | | | | | | | | | |
| 2. Institution Funds | | | | | | | | | |
| 3. Federal | | | | | | | | | |
| 4. New Tuition Revenues from Increased Enrollments | | | | | | | | | |
| | | | * based on 4 student enrollment* Higher enrollment = Higher Net Income | | * based on 4 student enrollment* Higher enrollment = Higher Net Income | | * based on 4 student enrollment* Higher enrollment = Higher Net Income | | * based on 4 student enrollment* Higher enrollment = Higher Net Income |
| 5. Student Fees | | | \$7,800.00 | | \$7,800.00 | | \$7,800.00 | | \$7,800.00 |
| 6. Other (i.e., Gifts) | | | | | | | | | |
| Total Revenue | | \$0 | \$7,800 | \$0 | \$7,800 | \$0 | \$7,800 | \$0 | \$7,800 |
| B. Expenditures | | | | | | | | | |
| 1. Personnel | | | 5500 | | 5665 | | 5835 | | 6010 |
| 2. Operating | | | 200 | | 200 | | 200 | | 200 |
| 3. Equipment | | | 200 | | 200 | | 200 | | 200 |
| 4. Facilities | | | 200 | | 200 | | 200 | | 200 |
| Total Expenditures | | \$0 | \$6,100 | \$0 | \$6,265 | \$0 | \$6,435 | \$0 | \$6,610 |
| Net Income (Deficit) | | \$0 | \$1,700 | \$0 | \$1,535 | \$0 | \$1,365 | \$0 | \$1,190 |

September 8, 2021
Page 1

March 25, 2025

Patty Sanchez
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037
Psanchez@edu.idaho.gov

Dear Ms. Sanchez,

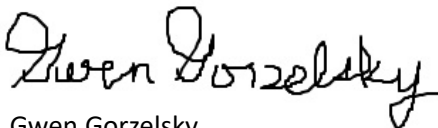
The purpose of this Notification Letter is to notify you of changes, per Board Policy III.G.3.c., identified as actions related to academic programs or units. This change has been fully reviewed and approved at the institutional level. We will notify NWCCU as appropriate and implement the actions effective with the 2025-26 catalog.

Adding Managing Facilities for Efficiency and Health Undergraduate Academic Certificate for 12 credits; available face-to-face in Moscow only, with a self-support fee of \$650 per credit hour. This certificate is intended for those who wish to manage commercial and industrial buildings. Students will learn how to identify and measure specific metrics on building performance and understand the factors that affect indoor environmental performance such as indoor pollution, thermal performance, and sound transmission. The certificate also includes a course on project and personnel management so students will learn how to coordinate technical projects and set up workflows that will help them communicate when overseeing building infrastructure retrofits. The goal is to equip facility managers with the skills needed to operate increasingly complex buildings in a way that maximizes the health of the occupants and minimizes energy costs.

While the targeted audience for this certificate program is working professionals, it is anticipated traditional students may have an interest in pursuing this program in addition to their normal degree requirements. Working professionals will pay the self-support fee, but traditional students who pursue the certificate will pay standard tuition and fees, rather than the self-support fee.

Let us know if you have any questions.

Sincerely,



Gwen Gorzelsky
Vice Provost for Academic Initiatives

cc: Torrey Lawrence

5. Resources Required for Implementation. "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.

| Estimated Fiscal Impact | | FY 2026 | | FY 2027 | | FY 2028 | | FY 2028 | |
|--|--|----------|---|----------|---|----------|---|----------|---|
| | | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Revenue | | | | | | | | | |
| 1. New Appropriated Funding Request | | | | | | | | | |
| 2. Institution Funds | | | | | | | | | |
| 3. Federal | | | | | | | | | |
| 4. New Tuition Revenues from Increased Enrollments | | | | | | | | | |
| | | | * based on 4 student enrollment* Higher enrollment = Higher Net Income | | * based on 4 student enrollment* Higher enrollment = Higher Net Income | | * based on 4 student enrollment* Higher enrollment = Higher Net Income | | * based on 4 student enrollment* Higher enrollment = Higher Net Income |
| 5. Student Fees | | | \$7,800.00 | | \$7,800.00 | | \$7,800.00 | | \$7,800.00 |
| 6. Other (i.e., Gifts) | | | | | | | | | |
| Total Revenue | | \$0 | \$7,800 | \$0 | \$7,800 | \$0 | \$7,800 | \$0 | \$7,800 |
| B. Expenditures | | | | | | | | | |
| 1. Personnel | | | 5500 | | 5665 | | 5835 | | 6010 |
| 2. Operating | | | 200 | | 200 | | 200 | | 200 |
| 3. Equipment | | | 200 | | 200 | | 200 | | 200 |
| 4. Facilities | | | 200 | | 200 | | 200 | | 200 |
| Total Expenditures | | \$0 | \$6,100 | \$0 | \$6,265 | \$0 | \$6,435 | \$0 | \$6,610 |
| Net Income (Deficit) | | \$0 | \$1,700 | \$0 | \$1,535 | \$0 | \$1,365 | \$0 | \$1,190 |

September 8, 2021
Page 1

UNIVERSITY OF IDAHO

SUBJECT

Undergraduate Certificate in Historic Preservation – Self-Support Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R

BACKGROUND/DISCUSSION

State of Idaho architectural historians have asked our college for a professional development and continuing education certificate to ensure the state and surrounding region has the work force needed to continue identifying, documenting, and completing submissions to the National Register. The effects of climate change and the resulting erosion and degradation of the historic built environment along with the generational decline in qualified experts skilled at developing and submitting properties for inclusion on the National Register has identified the need to educate individuals to support completion of National Register submissions.

IMPACT

There are a few similar certificates offered nationwide, and this certificate will address a regional and national need to educate and certify individuals in facility management for building efficiency and health. This 12-credit online certificate program will charge \$650.00 per credit fee, for a total of \$7,800, which will pay for instructional delivery of the certification. The fee proposed will be used to pay temporary instructors whose expertise is in the field of historic preservation. This request aligns with Board Policy V.R.3.b.iv: Self-Support Program Fees. The proposed fee was shared with the Faculty Senate committee at their March 18, 2025 meeting. Faculty recommends approval.

While the targeted audience for this certificate program is working professionals, it is anticipated that traditional students may have an interest in pursuing this program in addition to their normal degree requirements. Working professionals will pay the self-support fee, but traditional students who pursue the certificate will pay standard tuition and fees, rather than the self-support fee.

ATTACHMENTS

Attachment 1 – Letter of Notification – Undergraduate Certificate in Historic Preservation

Attachment 2 – Historic Preservation Budget

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed self-support program fee for the Undergraduate Certificate in Historic Preservation conforms to the requirement in Board Policy V.R.3.b.iv. that the certificate program *“be distinct from the traditional offerings of the institution by*

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serving a population that does not access the same activities, services and features as full-time, resident and non-resident tuition paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online.”

Board policy also stipulates that no appropriated funds may be used for self-support programs, that self-support program fees be all-inclusive and no other fees charged in connection with participation in the program, and that self-support program finances are tracked and accounted for separately from all other institutional programs except as provided in subsection 3.b.iv. Policy also indicates *“if a self-support program fee is approved for a new program, institutions may fund start-up costs through reallocation or use of reserves. The program must demonstrate the ability to support its costs, both direct and indirect, within a period not to exceed three years from program start-up.”*

UI’s request to charge a self-support program fee of \$650 per credit per semester for the Undergraduate Certificate in Historic Preservation aligns with criteria as defined in Board Policy V.R.3.b.iv.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to charge a self-support program fee in the amount of \$650 per credit hour for the Undergraduate Certificate in Historic Preservation in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

March 25, 2025

Patty Sanchez
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037
Psanchez@edu.idaho.gov

Dear Ms. Sanchez,

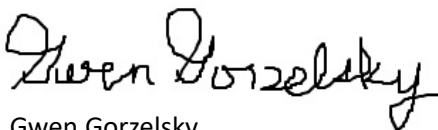
The purpose of this Notification Letter is to notify you of changes, per Board Policy III.G.3.c., identified as actions related to academic programs or units. This change has been fully reviewed and approved at the institutional level. We will notify NWCCU as appropriate and implement the actions effective with the 2025-26 catalog.

Adding Historic Preservation Undergraduate Academic Certificate for 12 credits; available online only, with a self-support fee of \$650 per credit hour. State of Idaho architectural historians have asked for a professional development and continuing education online certificate to ensure the state and surrounding region has the work force needed to continue identifying, documenting, and completing submissions to the National Register. The effects of climate change and the resulting erosion and degradation of the historic built environment along with a generational decline in qualified experts skilled at developing and submitting properties for inclusion on the National Register has identified the need to educate individuals to support completion of National Register submissions. We believe this certificate will address a regional and national need to educate individuals in support of preservation and conservation of the built environment as there are few similar certificates offered nationwide.

While the targeted audience for this certificate program is working professionals, it is anticipated traditional students may have an interest in pursuing this program in addition to their normal degree requirements. Working professionals will pay the self-support fee, but traditional students who pursue the certificate will pay standard tuition and fees, rather than the self-support fee.

Let us know if you have any questions.

Sincerely,



Gwen Gorzelsky
Vice Provost for Academic Initiatives

cc: Torrey Lawrence

5. Resources Required for Implementation. "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.

| Estimated Fiscal Impact | FY 2026 | | FY 2027 | | FY 2028 | | FY 2028 | |
|--|------------|---|------------|---|------------|---|------------|---|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Revenue | | | | | | | | |
| 1. New Appropriated Funding Request | | | | | | | | |
| 2. Institution Funds | | | | | | | | |
| 3. Federal | | | | | | | | |
| 4. New Tuition Revenues from Increased Enrollments | | | | | | | | |
| | | * based on 4 student enrollment* Higher enrollment = Higher Net Income | | * based on 4 student enrollment* Higher enrollment = Higher Net Income | | * based on 4 student enrollment* Higher enrollment = Higher Net Income | | * based on 4 student enrollment* Higher enrollment = Higher Net Income |
| 5. Student Fees | | \$7,800.00 | | \$7,800.00 | | \$7,800.00 | | \$7,800.00 |
| 6. Other (i.e., Gifts) | | | | | | | | |
| Total Revenue | \$0 | \$7,800 | \$0 | \$7,800 | \$0 | \$7,800 | \$0 | \$7,800 |
| B. Expenditures | | | | | | | | |
| 1. Personnel | | 5500 | | 5665 | | 5835 | | 6010 |
| 2. Operating | | 200 | | 200 | | 200 | | 200 |
| 3. Equipment | | 200 | | 200 | | 200 | | 200 |
| 4. Facilities | | 200 | | 200 | | 200 | | 200 |
| Total Expenditures | \$0 | \$6,100 | \$0 | \$6,265 | \$0 | \$6,435 | \$0 | \$6,610 |
| Net Income (Deficit) | \$0 | \$1,700 | \$0 | \$1,535 | \$0 | \$1,365 | \$0 | \$1,190 |

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BOISE STATE UNIVERSITY

SUBJECT

Bachelor of Science in Radiologic Sciences and Bachelor of Science in Advanced Medical Imaging – Professional Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.

BACKGROUND/DISCUSSION

Boise State University is requesting a professional fee in the amount of \$800 per semester for the Bachelor of Science in Radiologic Sciences and the Bachelor of Sciences in Advanced Medical Imaging. Approval of this fee will permit Boise State University to discontinue charging course fees for students in all emphases across these degree plans. Course fees have been the historical method of supporting students' needs while in these degree programs, but course fees no longer meet the requirements of these clinically-based healthcare programs.

A professional fee will help fund costs associated with offering nationally accredited clinically-based programs that lead to professional credentialing. Professional fees would support accreditation fees as well as clinical education, software, equipment and supplies required for students learning. Course fees are not permitted to support clinical instruction, teaching support, accreditation fees or research expenses which creates a gap in sufficient funds to meet student needs and departmental operations.

National job market demands for graduates in radiologic sciences and advanced medical imaging are expected to grow by more than 10% over the next 10 years. Radiologic sciences and advanced medical imaging graduates from all emphases have a consistent 100% pass rate on their credentialing exams; 100% of these graduates gain employment in the field within 6-months; both employers and students report very high satisfaction with the education received from Boise State's programs. Students participate in national research competitions and are annually recognized for their performance. Graduates from these programs go on to be imaging department directors, hospital administrators, physician assistants, medical physicists and physicians.

This fee proposal meets the criteria for professional fees as detailed in the above-referenced policy as follows:

Credential or Licensure Requirement:

Radiologic Sciences and Advanced Medical Imaging graduates must be nationally credentialed and then licensed according to individual state policies. Prior to applying for licensure, graduates take the credentialing exams through their prospective credentialing body, i.e., the American Registry of Radiologic

Technologists, American Registry for Diagnostic Medical Sonography or the Cardiovascular Credentialing International. To be eligible students must demonstrate both academic proficiency and clinical competency according to emphasis requirements.

Accreditation Requirement:

Program accreditations are held by the Joint Review Committee on Education in Radiologic Technologists (JRCERT), Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), and the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Extraordinary Program Costs:

The radiologic sciences and advanced medical imaging programs are high intervention programs meaning they require low instructor to student ratios, laboratory access for practice and experimentation, as well as hundreds of hours of clinical experience to confirm competency and credentialing eligibility. Boise State is fortunate to have campus energized x-ray and sonography labs.

Technological advances in equipment for medical imaging require upgrades to hardware and software every 2-5 years to keep students prepared to proficiently participate in clinical experiences. This specialized equipment is very costly for semesterly maintenance, on-demand repair and periodic replacement. Students also require access to expendables for laboratory practice ranging from patient support devices, exam utensils, safety equipment and equipment cleaning supplies. Additionally, clinical participation requires students to have liability insurance coverage, wear radiation detection devices and have access to clinical competency tracking software. All of these expenses are above and beyond what tuition covers.

IMPACT

Boise State University requests to implement an \$800 per semester professional fee, to be assessed only during the semesters a student is enrolled in degree emphasis specific clinical and lab courses. Each modality (diagnostic radiology, computed tomography, magnetic resonance imaging, etc.) has specific exam types, patient types, and number of exams required based on prior credentials held by the student and repetitions for competency. The number of semesters this professional fee is charged will range from 1 to 4 depending on the number of labs, clinical courses and oversight required for credentialing eligibility in each modality (see Attachment 1 for details).

These fees are necessary to support the cost of laboratory equipment maintenance and replacement, accreditation fees for clinical site affiliation, clinical experience materials, competency tracking software access, experience oversight, and competency assessment.

ATTACHMENTS

Attachment 1 – Radiologic Sciences and Advanced Medical Imaging emphases and certificates Course Indicator

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy V.R.3.b.iii a professional program fee, with Board approval, may be charged in addition to the program's regular tuition and fees. To be eligible for consideration of a professional fee the program must meet all of the credential or licensure requirements, accreditation requirements and demonstrated program costs established in Board policy V.R.3.b. No additional course fees may be charged once the professional fee is established.

Boise State's request to assess a professional program fee of \$800 per credit per semester for the Radiologic Science and Advanced Medical Imaging programs aligns with criteria as defined in Board Policy V.R.3.b.ii.

The proposed fees were shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge an \$800 per semester professional program fee, to be assessed during each of the semesters that involve a clinical and laboratory required department course for the Radiologic Sciences and Advanced Medical Imaging degree plan emphases.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

| Course Indicator for when \$800 Professional Fee will apply for emphases/certificates | | | | | | | | | | | |
|---|------------|------------|------------|------------|---------|--|----------------------|------------|---------|---------|-------|
| | | | | | | Semester 1 | Semester 2 | Semester 3 | | | |
| Radiologic Sciences BS Emphases | | | | | | Total | Certificate Programs | | | | Total |
| Computed Tomography | AMI 455 | | | | \$800 | Computed Tomography | AMI 455 | | | \$800 | |
| Diagnostic Radiology | RADSCI 223 | RADSCI 285 | RADSCI 386 | RADSCI 406 | \$3,200 | Diagnostic Medical Sonography | AMI 465 | AMI 466 | AMI 467 | \$2,400 | |
| Diagnostic Medical Sonography | AMI 465 | AMI 466 | AMI 467 | | \$2,400 | Echocardiography* | AMI 478 | AMI 479 | | \$1,600 | |
| Echocardiography&Vascular Ultrasound* | AMI 475 | AMI 476 | AMI 477 | | \$2,400 | Magnetic Resonance Imaging | AMI 445 | AMI 446 | | \$1,600 | |
| Interventional Cardiology | | AMI 435 | AMI 436 | | \$1,600 | Mammography* | AMI 485 | | | \$800 | |
| Interventional Radiology | | AMI 425 | AMI 426 | | \$1,600 | Vascular Ultrasound* | AMI 495 | | | \$800 | |
| Magnetic Resonance Imaging | AMI 445 | AMI 446 | | | \$1,600 | Interventional Radiology/Interventional Cardiology** | | | | no fee | |
| Advanced Medical Imaging Emphases | | | | | | | | | | | |
| Computed Tomography | AMI 455 | | | | \$800 | | | | | | |
| Diagnostic Medical Sonography | AMI 465 | AMI 466 | AMI 467 | | \$2,400 | | | | | | |
| Interventional Cardiology | | AMI 435 | AMI 436 | | \$1,600 | | | | | | |
| Interventional Radiology | | AMI 425 | AMI 426 | | \$1,600 | | | | | | |
| Echocardiography&Vascular Ultrasound* | AMI 475 | AMI 476 | AMI 477 | | \$2,400 | | | | | | |
| Magnetic Resonance Imaging | AMI 445 | AMI 446 | | | \$1,600 | | | | | | |

Notes:

* New emphasis or certificate program. Effective Fall 2025 pending State Board approval.

** Interventional Cardiology/Interventional Radiology**Certificate:** no fee - no labs/clinicals

BOISE STATE UNIVERSITY

SUBJECT

Bachelor of Science in Respiratory Care Entry-to-Practice Program –
Professional Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.

BACKGROUND/DISCUSSION

Boise State University is requesting a professional fee for the on-campus Bachelor of Science in Respiratory Care (BSRC) Entry-to-Practice Program of \$500 per semester. If approved, and upon establishment of this fee, Boise State University will discontinue charging course fees in the on-campus BSRC program. Alternatives to a professional fee, such as course fees, have been utilized and the program has concluded that these alternatives do not satisfactorily meet the needs of a professional healthcare degree program. Currently, on-campus BSRC students pay individual course fees totaling \$310 - \$610 each semester.

A professional fee for the on-campus BSRC will support the requirements of offering a nationally accredited educational program that leads to professional licensure. Professional fees will be used to support clinical instruction, lab, and student research support. Clinical placements have become increasingly difficult to facilitate and have required more paid preceptors. Course fees cannot be used to support clinical instruction, lab instruction, or research expenses, thereby leaving a gap in the ability to fund the complete operation of this program.

The on-campus BSRC at Boise State University prepares students to practice as respiratory care providers nationwide. Employers around the country actively seek Boise State Respiratory Care graduates to work at some of the top medical centers in the country. The program has a 100% pass rate for December 2022 graduates who have taken the exam. Additionally, 100% of students who seek a job in respiratory care are employed, and in 2022, 79% of students sought employment in Idaho.

This fee proposal meets the criteria for professional fees as detailed in the above-referenced policy as follows:

Credential or Licensure Requirement:

Respiratory Care graduates must become licensed according to the state they choose to work in. Prior to applying for licensure, graduates take the Therapist Multiple Choice and Clinical Simulation Exam through the National Board for Respiratory Care (NBRC). To be eligible for the NBRC exams, students must graduate from a Commission on Accreditation for Respiratory Care (CoARC) accredited program.

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Accreditation Requirement:

The on-campus BSRC is accredited by the CoARC.

Extraordinary Program Costs:

The on-campus BSRC program is driven by hands-on curriculum. The program is fortunate to house a large ventilator lab that gives students practical experience with advanced mechanical ventilation. Additionally, the field of respiratory care utilizes highly specialized equipment. This equipment comes at a significant cost to the program. Furthermore, maintenance of this equipment is often costly and includes annual calibration of equipment. In addition to large equipment purchases, students use a variety of single-use consumables to simulate various Respiratory Care procedures for which they are required to demonstrate competency prior to arrival to clinical facilities and for which they will need to master as successful respiratory care practitioners.

IMPACT

Boise State University would like to implement a \$500 per semester professional fee, to be assessed during each of the five (5) semesters for the on-campus BSRC, in place of the existing course fee structure. These fees will cover the cost of clinical placement, lab maintenance, equipment replacement, and teaching assistants. Without this change in fee structure, access to the latest equipment, supplies, and learning tools and instructors will be limited, and our graduates may not be fully prepared to enter the workforce.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy V.R.3.b.iii. a professional program fee, with Board approval, may be charged in addition to the program's regular tuition and fees. To be eligible for consideration of a professional fee the program must meet all of the credential or licensure requirements, accreditation requirements and demonstrated program costs established in Board policy V.R.3.b. No additional course fees may be charged once the professional fee is established.

Boise State's request to assess a professional program fee of \$500 per credit per semester for the Bachelor of Science in Respiratory Care Entry-to-Practice Program aligns with criteria as defined in Board Policy V.R.3.b.iii.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge a professional program fee of \$500 per semester for the Bachelor of Science in Respiratory Care Entry-to-Practice Program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

SUBJECT

Online Bachelor of Business Administration in Accountancy – Online Program Fee

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 proposes to offer an online version of the existing Bachelor of Business Administration (BBA) in Accountancy program utilizing the Online Program Fee model. This degree will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

Boise State University sent a Notification Letter on December 16, 2024 to notify the Office of the Idaho State Board of Education (as per Board Policy Section III.G.3.c.) of our intent to offer a fully online version of our existing Bachelor of Business Administration in Accountancy program to be housed in the College of Business and Economics within the Department of Accountancy. The fully online BBA Accountancy program will be effective starting in fall 2025.

The online BBA in Accountancy program will offer flexibility, allowing students to pursue their education while managing life's demands. This program provides an opportunity for students across Idaho and beyond to pursue a degree in accounting without the need to relocate to Boise. By utilizing existing online course offerings and optimizing excess capacity in current sections, the program ensures a cost-effective and efficient approach to expanding educational access.

Students will develop essential skills in financial analysis, ethical decision-making, and business processes, preparing them for careers in a variety of accounting-related fields. This initiative reinforces Boise State's commitment to delivering high-quality, flexible education that meets both student needs and industry demands.

IMPACT

With an expected enrollment of 15 new students per semester, the program is designed to operate within current instructional capacity without requiring additional instructional staff. Advising will be provided through Extended Studies and funded through the online program fee model, ensuring dedicated support for students.

Recognizing the increasing need for skilled accounting professionals, the fully online BBA in Accountancy creates a pathway for students to develop expertise in financial reporting, tax law, and information technology within business operations.

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By leveraging existing university resources, it offers a sustainable and scalable model that benefits both students and the institution. Graduates will be well-equipped to enter the workforce or advance in their careers, supporting Idaho's growing business sector. The program reflects Boise State's dedication to fostering innovation in education and meeting the evolving needs of the accounting profession.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R.3.b.ii. The price-point of \$395 for the proposed online program aligns with the majority of Boise State University's undergraduate online programs. The degree will require 120 credits in total, and 83 credits are required for the major. For students who need the 83 credits, the cost of the program would be \$32,785 for the degree (83 credits at \$395 per credit).

All of the degree requirements for this new online program that are offered at the community college level are the same as those in the in-person Accountancy BBA program. Transfer credit is applicable and reviewed on a case-by-case basis.

ATTACHMENTS

Attachment 1 – Bachelor of Business Administration in Accountancy Budget Form

STAFF COMMENTS AND RECOMMENDATIONS

Currently, Board Policy III.G Postsecondary Program Review and Approval does not require Board approval for the addition of online options to existing academic programs. Boise State University has met the policy requirement to notify the Board office of their intent to offer an online option of the Bachelor of Business Administration in Accountancy. The request before the Board is to solely approve the online program fee for this existing online offering.

Boise State's request to assess an online program fee of \$395 per credit aligns with criteria as defined in Board Policy V.R.3.b.ii. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge an online program fee of \$395 per credit for the online Bachelor of Business Administration in Accountancy, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

| Estimated Fiscal Impact | | FY 2026 | | FY 2027 | | FY 2028 | | FY 2029 | |
|--|--|----------|-------------|----------|-------------|----------|--------------|----------|--------------|
| | | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Revenue | | | | | | | | | |
| 1. New Appropriated Funding Request | | | | | | | | | |
| 2. Institution Funds | | | | | | | | | |
| 3. Federal | | | | | | | | | |
| 4. New Tuition Revenues from Increased Enrollments | | | | | | | | | |
| 5. Student Fees | | | \$24,332.00 | | \$93,811.15 | | \$149,390.67 | | \$178,254.77 |
| 6. Other: Shared Course Revenue | | | \$3,018.40 | | \$11,637.33 | | \$18,532.01 | | \$22,112.62 |
| 7. Other | | | | | | | | | |
| Total Revenue | | \$0 | \$27,350 | \$0 | \$105,448 | \$0 | \$167,923 | \$0 | \$200,367 |

| | | | | | | | | | |
|--|--|----------|-------------|----------|-------------|----------|-------------|----------|-------------|
| B. Expenditures | | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| 1. Personnel | | | \$22,451.99 | | \$53,656.52 | | \$77,256.57 | | \$96,840.68 |
| 2. Operating | | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 |
| 3. Equipment | | | | | | | | | |
| 4. Facilities | | | | | | | | | |
| 5. Other Costs: Boise State University Support | | | \$12,281 | | \$47,347 | | \$75,399 | | \$89,967 |
| Total Expenditures | | \$0 | \$34,733 | \$0 | \$101,004 | \$0 | \$152,655 | \$0 | \$186,807 |
| Net Income (Deficit) | | \$0 | -\$7,382 | \$0 | \$4,445 | \$0 | \$15,267 | \$0 | \$13,560 |

| | | | | | | | | | | | | | | | | | | | |
|---------------------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Budget Notes | | | | | | | | | | | | | | | | | | | |
| A.5 | Student fees calculated as \$395 online program fee per credit times credits generated per fiscal year. To be conservative, assume in calculations that per-credit fee does not increase over time. We expect to generate 62 SCH (about 14 students) in FY26, 237 SCH (34 students) in FY27, 378 SCH (49 students) in FY29 and 451 SCH (59 students) in FY29. | | | | | | | | | | | | | | | | | | |
| A.6. | The BBA Accountancy program will receive revenue from ACCT students taking classes within the shared course suite. This has been calculated with each degree student taking an additional 30 credits at \$47/per credit. | | | | | | | | | | | | | | | | | | |
| B.1 | Personnel costs are calculated using a share of expected course load of the already existing courses for online program fee students. The share of costs for online program fee students are estimated to be 5% in FY26, 13% in FY 27, 18% in FY28, and 22% in FY29. | | | | | | | | | | | | | | | | | | |
| B.5. | Boise State University Support includes expenses for recruitment, enrollment, advising and other student support for retention; course development stipends to faculty, administrative expenses for program development and project management and a small amount for innovation grants for future program development. | | | | | | | | | | | | | | | | | | |

BOISE STATE UNIVERSITY

SUBJECT

Online Undergraduate Certificate in Applied Teamwork – Online Program Fee

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 proposes to offer an Undergraduate Certificate in Applied Teamwork in the Online Program Fee model. This undergraduate certificate will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

Boise State University sent a Notification Letter on February 12, 2025 to notify the Office of the Idaho State Board of Education (as per Board Policy Section III.G.3.c.) of their intent to offer an online Undergraduate Certificate in Applied Teamwork. The program will be housed in the College of Arts and Sciences (COAS). This program will be effective starting in fall 2025.

The Undergraduate Certificate in Applied Teamwork is designed to equip students with essential collaboration skills applicable across industries and workplace settings. Open to all majors, this 10-credit certificate is particularly valuable for students with elective space and those balancing work and studies. It complements existing degree programs, much like leadership certificates, and will integrate seamlessly into the Bachelor of Applied Science, Digital Innovation and Design and Interdisciplinary Professional Studies majors while also benefiting students in other disciplines.

This certificate offers students a workplace-ready credential that will strengthen their professional skills and adaptability in dynamic, evolving industries. Every profession relies on effective teamwork, and this certificate will provide students with the tools to navigate diverse team environments, whether in professional roles, academic projects, or personal collaborations. By developing strong communication, problem-solving, and adaptability skills, students will enhance their readiness for future careers while also improving their ability to collaborate effectively in college courses.

IMPACT

The certificate will enhance students' teamwork capabilities, making them more competitive in their careers and improving collaboration in academic settings. Through coursework focused on real-world applications, including work-integrated learning and internships, students will gain hands-on experience that translates directly to the workforce. The fully online format, offered with an online program

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fee, ensures accessibility, including working professionals. Graduates will develop proficiency in digital platforms and technologies for teamwork, communication, and collaboration in both local and global environments. Additionally, they will strengthen their ability to navigate diverse teams, adapt to evolving workplace demands, and contribute to successful teamwork through effective communication, decision-making, and continuous reflection on team performance.

With projected enrollment starting at 10-15 students in the first year and increasing to 30+ students by year three, the program is expected to be self-sustaining within two years. Initially funded through the COAS Innovation Hub Grant, it will not require additional resources, as advising will be integrated into existing processes, and new instructional costs will only be incurred if enrollment reaches 31 students. If the program does not become financially viable within three years, it will be considered for discontinuation.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.b.ii. The price-point of \$395 for the proposed online certificate aligns with the majority of Boise State University's undergraduate online programs. For students who need 10 credits to earn the certificate, the cost of the program would be \$3,950 (10 credits at \$395 per credit).

ATTACHMENTS

Attachment 1 – Undergraduate Certificate in Applied Teamwork Budget Form

STAFF COMMENTS AND RECOMMENDATIONS

Currently, Board Policy III.G Postsecondary Program Review and Approval does not require Board approval for the establishment of an undergraduate certificate consisting of fewer than 30 credits. Boise State University has met the policy requirement to notify the Board office of their intent to create and offer a new online undergraduate certificate in Applied Teamwork. The request before the Board is to approve the online program fee for this existing certificate.

Boise State's request to assess an online program fee of \$395 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge an online program fee of \$395 per credit for the Undergraduate Certificate in Applied Teamwork, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

| Estimated Fiscal Impact | | FY 2026 | | FY 2027 | | FY 2028 | | FY 2029 | |
|--|---|----------|-------------|----------|-------------|----------|-------------|----------|-------------|
| | | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Revenue | | | | | | | | | |
| 1. New Appropriated Funding Rec | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2. Institution Funds | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3. Federal | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4. New Tuition Revenues from Increased Enrollments | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5. Student Fees | | \$0.00 | \$47,400.00 | \$0.00 | \$71,100.00 | \$0.00 | \$94,800.00 | \$0.00 | \$94,800.00 |
| 6. Other (i.e., Gifts) | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| Total Revenue | | \$0 | \$47,400 | \$0 | \$71,100 | \$0 | \$94,800 | \$0 | \$94,800 |
| B. Expenditures | | | | | | | | | |
| 1. Personnel | | \$0.00 | \$14,699.72 | \$0.00 | \$15,140.71 | \$0.00 | \$15,594.93 | \$0.00 | \$16,062.78 |
| 2. Operating | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3. Equipment | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4. Facilities | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5. Other Costs: Boise State Unive | | \$0.00 | \$23,848.80 | \$0.00 | \$35,773.20 | \$0.00 | \$47,697.60 | \$0.00 | \$47,697.60 |
| Total Expenditures | | \$0 | \$38,549 | \$0 | \$50,914 | \$0 | \$63,293 | \$0 | \$63,760 |
| Net Income (Deficit) | | \$0 | \$8,851 | \$0 | \$20,186 | \$0 | \$31,507 | \$0 | \$31,040 |
| Notes: | | | | | | | | | |
| A.5 | Year one is calculated using an Online Program Fee of \$395 per credit and an average of 10 students enrolled in each of 4 annual offerings of the two 3-credit TEAM courses (TEAM 302 and TEAM 303). Year two uses an average enrollment of 15 students, and years three and four both use an average enrollment of 20 students. | | | | | | | | |
| B.1 | The two 3-credit TEAM courses (TEAM 302 and TEAM 303) will each be offered twice a year and take a total of 12 credits of faculty workload. The personnel costs were calculated using average salaries and fringe (plus estimated 3% CEC and overtime fringe). IPS 385 is already offered and there is capacity for 10-20 additional students. | | | | | | | | |
| B.5. | Boise State University Support includes expenses for recruitment, enrollment, advising and other student support for retention, course development stipends to faculty, administrative expenses for program development and project management, a \$3.72 per credit library fee, and a small amount for innovation grants for future program development. | | | | | | | | |

BOISE STATE UNIVERSITY

SUBJECT

Online Undergraduate Certificate in Beer and Wine Studies – Online Program Fee

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 proposes to offer the Certificate in Beer and Wine Studies in the Online Program Fee model. This certificate will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

Boise State University sent a Notification Letter on February 11, 2025 to notify the Office of the Idaho State Board of Education (as per Board Policy Section III.G.3.c.) of our intent to offer an Undergraduate Certificate in Beer and Wine Studies. The program will be housed in the College of Innovation and Design. This program will be effective starting in fall 2025.

The Undergraduate Certificate in Beer and Wine Studies is designed to support Idaho's growing craft beverage industry by preparing students for careers in breweries, wineries, and beverage service establishments. The program addresses the increasing demand for skilled professionals by providing specialized training in beer and wine production, sensory evaluation, and beverage management. Offered through the College of Innovation and Design, this certificate emphasizes the cultural and historical significance of craft beverages while equipping students with hands-on experience through applied coursework and industry collaborations.

IMPACT

This program will have a significant impact beyond the classroom, benefiting students, local businesses, and Idaho's tourism sector. As Boise and Idaho continue to grow as a craft beverage destination, the certificate will serve as a pipeline for students to enter and advance in breweries, wineries, and beverage service establishments. Projected enrollment in the program is 10 – 15 students in FY26 and reaching up to 40 students by FY29. The program will utilize existing resources from the College of Innovation and Design, with adjunct instructors teaching the courses. By leveraging current faculty and infrastructure, the program ensures accessibility while maintaining a strong emphasis on industry-relevant skills and real-world application.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.bii. The price-point of \$395 for the proposed online

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certificate aligns with the majority of Boise State University's undergraduate online programs. For students who need 9 credits to earn the certificate, the cost of the program would be \$3,555 (9 credits at \$395 per credit).

ATTACHMENTS

Attachment 1 – Undergraduate Certificate in Beer and Wine Studies Budget Form

STAFF COMMENTS AND RECOMMENDATIONS

Currently, Board Policy III.G Postsecondary Program Review and Approval does not require Board approval for the establishment of an undergraduate certificate consisting of fewer than 30 credits. Boise State University has met the policy requirement to notify the Board office of their intent to create and offer a new online undergraduate certificate in Beer and Wine Studies. The request before the Board is to approve the online program fee for this existing certificate.

Boise State's request to assess an online program fee of \$395 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge an online program fee of \$395 per credit for the Undergraduate Certificate in Beer and Wine Studies, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

| Estimated Fiscal Impact | | FY 2026 | | FY 2027 | | FY 2028 | | FY 2029 | |
|--|--|----------|-------------|----------|-------------|----------|--------------|----------|--------------|
| | | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Revenue | | | | | | | | | |
| 1. New Appropriated Funding Req | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2. Institution Funds | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3. Federal | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4. New Tuition Revenues from Increased Enrollments | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5. Student Fees | | \$0.00 | \$47,400.00 | \$0.00 | \$94,800.00 | \$0.00 | \$118,500.00 | \$0.00 | \$142,200.00 |
| 6. Other (i.e., Gifts) | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Revenue | | \$0 | \$47,400 | \$0 | \$94,800 | \$0 | \$118,500 | \$0 | \$142,200 |

| | | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
|-----------------------------|--|----------|-------------|----------|-------------|----------|-------------|----------|-------------|
| B. Expenditures | | | | | | | | | |
| 1. Personnel | | \$0.00 | \$13,500.00 | \$0.00 | \$18,000.00 | \$0.00 | \$27,000.00 | \$0.00 | \$27,000.00 |
| 2. Operating | | \$0.00 | \$5,000.00 | \$0.00 | \$7,500.00 | \$0.00 | \$10,000.00 | \$0.00 | \$12,500.00 |
| 3. Equipment | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4. Facilities | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Expenditures | | \$0 | \$18,500 | \$0 | \$25,500 | \$0 | \$37,000 | \$0 | \$39,500 |
| Net Income (Deficit) | | \$0 | \$28,900 | \$0 | \$69,300 | \$0 | \$81,500 | \$0 | \$102,700 |

| Budget Notes | | | | | | | | | |
|--------------|---|--|--|--|--|--|--|--|--|
| A.5 | Student fees calculated as \$395 online program fee per credit times credits generated per fiscal year. To be conservative, we assume in calculations that per-credit fee does not increase over time. We expect to generate 120 SCH (about 13 students) in FY26, 240 SCH (27 students) in FY27, 300 SCH (33 students) in FY29 and 360 SCH (40 students) in FY29. | | | | | | | | |
| B.1 | The certificate program will be taught by adjuncts at a \$1500/credit rate, and workload is shared by instruction from the in-person certificate. For budget projection purposes here, it assumes 3 course offerings in FY26, 4 course offerings in FY27, and 6 courses each in FY28 and FY29. | | | | | | | | |
| B.2. | Includes expenses for marketing, program management, and fees such as the \$3.72 per credit hour library fee. | | | | | | | | |

BOISE STATE UNIVERSITY

SUBJECT

Online Undergraduate Certificate in Echocardiography - Online Program Fee

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 proposes to offer an online version of the Echocardiography undergraduate certificate utilizing the Online Program Fee model. This undergraduate certificate will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

The 48 credit Echocardiography undergraduate certificate provides Radiologic Sciences and Advanced Medical Imaging students, as well as credentialed technologists, with an opportunity to enhance their skills and career flexibility. As the only program of its kind in the Treasure Valley and Idaho, it addresses a critical educational and workforce need. The certificate will be offered in both face-to-face and fully online formats, maintaining identical curriculum requirements, with an online program fee for remote learners.

IMPACT

This Echocardiography certificate program will help address the growing shortage of qualified sonographers by providing a pipeline of trained professionals for local, state, and national employers. According to the American Society of Radiologic Technologists (ASRT), national vacancies for sonographers rose from 6.9% in 2021 to 16.7% in 2023. As other institutions close their programs, Boise State remains committed to meeting workforce demands by offering flexible education, allowing students to complete didactic instruction online while fulfilling clinical requirements at local healthcare facilities. This certificate aims to further support employer needs and improve patient care.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. The price-point of \$445 for the proposed online certificate aligns with the Boise State University's undergraduate online programs in professional fields, including healthcare. For students who need 48 credits to earn the certificate, the tuition cost of the program would be \$21,360 (48 credits at \$445 per credit.)

The certificate will not require the development of additional courses as the courses will be the same as those specifically focused on echocardiography within the Bachelor of Science in Radiological Sciences. The certificate program will also not require additional administrative costs beyond faculty workload adjustments to

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accommodate total course enrollment needs. As demand increases, course capacities will be expanded. Total expenditures are \$146,640 - \$255,511 annually over a four-year period.

ATTACHMENTS

Attachment 1 – Undergraduate Certificate in Echocardiography Short Proposal

STAFF COMMENTS AND RECOMMENDATIONS

Based on the program proposal, this certificate program aims to address the growing shortage of qualified sonographers by providing local, state, and national employers with a new pipeline of trained professionals. This program offers a crucial solution by allowing students to complete didactic instruction online and gain clinical experience at local healthcare facilities. Boise State anticipates 10 initial enrollments starting in fall 2026 with 10 enrollments in spring and summer to reach 20 enrollments consecutively by fall 2028.

The proposed certificate was not listed on Boise State's three-year plan and provides that the certificate program is important for meeting the institution's regional responsibilities and is in response to a specific industry need or workforce opportunity. No institution has statewide program responsibility for radiological science programs.

Boise State's request to assess an online program fee of \$445 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to offer an online Undergraduate Certificate in Echocardiography and charge an online program fee of \$445 per credit in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



SHORT PROPOSAL FORM

Academic Programs

| | | | |
|--|---|---|--|
| Date of Proposal Submission: | February 10, 2025 | | |
| Institution Submitting Proposal: | Boise State University | | |
| Name of College, School, or Division: | College of Health Sciences | | |
| Name of Department(s) or Area(s): | Radiological Sciences | | |
| Official Name of Program or Instructional/Administrative Unit: | Echocardiography Certificate (undergraduate) | | |
| CIP code or Modification of CIP Code (consult IR /Registrar): | 51.0901 | | |
| Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc. | Hybrid, and Fully Online with an Online Program Fee | | |
| Implementation Date: | Fall 2025 | | |
| Geographical Delivery: | Location(s) | Region(s) | III/National |
| Indicate (X) if the program is/has: (Consistent with Board Policy V.R.) | <input type="checkbox"/> Self-Support fee | <input type="checkbox"/> Professional Fee | <input checked="" type="checkbox"/> Online Program Fee |

Indicate those that apply to this request:

- ☒ Undergraduate Certificate (30 credits or more)
☐ Graduate Certificate (30 credits or more)
☐ Specialized Certificate (Below \$250k/FY)

Proposed Action

- ☐ Addition of a certificate or degree to an existing program
☒ Addition of a certificate to an existing program
☐ Modification of existing academic programs
☐ Splitting an existing program into two or more programs
☐ Consolidating two or more programs into one stand-alone program
☐ Converting one program option into a stand-alone program
☐ Converting or transitioning a degree level type (i.e. BA to BS)
☐ Converting or transitioning a certificate type (i.e. TC to BTC)
☐ Establishing a dual degree from existing programs

Other

- ☐ New programs consisting of multiple certificates with similar coursework
☐ Program name changes related to Statewide Program Responsibilities (requires Board approval)
☐ Deviation from certificate or degree program credit definitions (Board Policy III.E.)

2/25/2025

Jo Ellen DiNucci
College Dean (Institution)

Date

Academic Affairs Program Manager, OSBE Date

Jo Ellen DiNucci
JFVP/Chief Fiscal Officer (Institution)

Date

Chief Financial Officer, OSBE 02/27/2025
Date

Jo Ellen DiNucci
Provost/VP for Instruction (Institution)

Date

SBOE, OSBE Executive Director or Designee Approval Date

This proposal form must be completed for certificates and program changes as provided in Board Policy III.G.3.b. *Actions Requiring a Short Proposal.*

1. Provide an overview of the changes that includes need and rationale for the proposed modification or change. Identify any existing program that this program will replace.

Students enrolled in various Radiologic Sciences and Advanced Medical Imaging Bachelor of Science emphases at Boise State University, as well as credentialed technologists currently working in the industry, may seek to complete the didactic and clinical requirements of this proposed Echocardiology undergraduate certificate to enhance their expertise, skills, and career flexibility. Currently, no other certificate program in this field of medical imaging exists in the Treasure Valley or the state of Idaho, making this a unique opportunity to address both educational and workforce demands in diagnostic services within the state and beyond.

This certificate program will be offered in both hybrid for on campus students and fully online formats with an online program fee. There will be identical curriculum requirements for both delivery methods.

2. Discuss impact of proposed modification on student enrollment. Using the chart below, provide projected new enrollments for the proposed certificate or modified program:

| Estimated New Enrollment | | | |
|--------------------------|-----------|-----------|-----------|
| Year | Fall | Spring | Summer |
| | Headcount | Headcount | Headcount |
| 2025-26 | 0 | 0 | 0 |
| 2026-27 | 10 | 10 | 10 |
| 2027-28 | 15 | 15 | 15 |
| 2028-29 | 20 | 20 | 20 |
| 2029-30 | 20 | 20 | 20 |

3. **Educator Endorsement/Certification Programs.** All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

Yes No X

If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)

Date _____

All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

4. **Three-Year Plan.** If this is a new proposed certificate (30 credits or more) or degree, is it on your institution's Board approved 3-year plan?

Yes ____ No X

If yes, proceed to question 5. If no, please address A and B below:

- 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 checked="" type="checkbox"/> | Program is important for meeting your institution's regional or statewide program responsibilities. |
| <input checked="" 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. |
| <input type="checkbox"/> | We failed to include it when we had the opportunity. |
| <input type="checkbox"/> | Other: |

- b. Provide an explanation for all statements you selected.

This certificate program will provide local, Idahoan, and national employers with a pipeline of qualified employees who are currently unavailable in Idaho and other regions across the country. In 2024, the American Society of Radiologic Technologists (ASRT) published survey results showing that national vacancies for sonographers increased from 6.9% in 2021 to 16.7% in 2023. As institutions across the nation close their programs, Boise State remains committed to addressing local, state, and national needs for imaging education by offering a solution where students can complete didactic instruction online and fulfill clinical requirements at their local healthcare facilities. We are proposing to add this echocardiography certificate to further meet the growing demands of employers in healthcare industry and patients.

5. Curriculum for the proposed program changes and its delivery.

- 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. | 0 |
| 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 program | 48 |

- b. Curriculum. Provide the curriculum for the program, including a listing of course titles and credits in each.

Program Requirements

Take the following:

- AMI 460 - Sonographic Physics and Instrumentation (3)
- AMI 421 - Physiologic Monitoring (3)
- AMI 432 - Cardiac-Interventional Procedures (3)
- AMI 478 - Clinical Experience Adult Echocardiography I (6)
- AMI 463 - Doppler Procedures (2)

- AMI 463L - Doppler Scan Simulation (1)
- AMI 470 - Adult Echocardiography I: Principles of Echocardiography (2)
- AMI 470L - Adult Echocardiography Lab Simulation I (1)
- AMI 471 - Adult Echocardiography II: Cardiac Diseases (2)
- AMI 471L - Adult Echocardiography Simulation II (1)
- AMI 472 - Adult Echocardiography III: Advanced Modalities (2)
- AMI 472L - Adult Echocardiography Simulation III (1)
- AMI 479 - Clinical Experience Adult Echocardiography II (6)
- AMI 474 - Cardiovascular Anatomy and Physiology (3)
- AMI 300 - Pharmacology (3)
- AMI 400 - Advanced Modality Case Studies (FF) (3)
- IMGSCI 408 - Advanced Sectional Anatomy in Imaging Sciences (3)
- IMGSCI 404 - Study of Diseases in Imaging Sciences (3)

○ **Total Credits: 48**

6. Resources Required for Implementation – Financial Impact and Budget.

- a.** Discuss organizational arrangements required within the institution to accommodate the proposed action, including administrative, staff, and faculty hires, facilities, student services, library, etc. Include a statement regarding total cost to students. If there is no financial impact as defined in Board Policy III.G.1. e¹, include a statement to indicate there is no financial impact. Completion of the budget form is required if there is a financial impact.

The courses in this certificate program are the same as those specifically focused on echocardiography within the Radiologic Sciences Bachelor of Science degree, with an emphasis on Echocardiography and Vascular Ultrasound. This certificate offering requires no additional course development or administrative costs beyond faculty workload adjustments to accommodate total course enrollment needs. As student demand for these certificate courses increases, course capacities will be expanded accordingly.

The attached budget form reflects the revenue and expenditures anticipated in this certificate program. It uses \$445 per credit online program fee in estimated revenue calculations.

¹ Financial Impact shall mean the total financial expenditures, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. *Revised per Board Policy III.G, June 2024.*

| Estimated Fiscal Impact | | FY 27 | | FY 28 | | FY 29 | | FY 30 | |
|--|----------------------|----------|--------------|----------|--------------|----------|--------------|----------|--------------|
| | | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Revenue | | | | | | | | | |
| 1. New Appropriated Funding Request | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2. Institution Funds | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3. Federal | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4. New Tuition Revenues from Increased Enrollments | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5. Student Fees | | \$0.00 | \$213,600.00 | \$0.00 | \$320,400.00 | \$0.00 | \$427,200.00 | \$0.00 | \$427,200.00 |
| 6. Other (i.e., Gifts) | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | Total Revenue | \$0 | \$213,600 | \$0 | \$320,400 | \$0 | \$427,200 | \$0 | \$427,200 |

| | | | | | | | | | |
|---------------------------------|-----------------------------|----------|------------|----------|------------|----------|------------|----------|------------|
| B. Expenditures | | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| 1. Personnel | | 0.00 | 35,714.00 | 0.00 | 36,666.06 | 0.00 | 37,647.86 | 0.00 | 38,659.12 |
| 2. Operating | | 0.00 | 5,000.00 | 0.00 | 5,000.00 | 0.00 | 5,000.00 | 0.00 | 5,000.00 |
| 3. Equipment | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4. Facilities | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5. Boise State Support Services | | 0.00 | 105,925.80 | 0.00 | 158,888.70 | 0.00 | 211,851.60 | 0.00 | 211,851.60 |
| | Total Expenditures | \$0 | \$146,640 | \$0 | \$200,555 | \$0 | \$254,499 | \$0 | \$255,511 |
| | | | | | | | | | |
| | Net Income (Deficit) | \$0 | \$66,960 | \$0 | \$119,845 | \$0 | \$172,701 | \$0 | \$171,689 |

Budget Notes:

A.5. Projected enrollments are: 10 students in FY27, 15 in FY28, and 20 each in FY29 and FY30. Majority of the students are projected to be online with an online program fee of \$445 per credit although the program will also be available to on campus students in hybrid delivery mode. For the purposes of revenue estimation, \$445 per credit fee is multiplied by projected credits. This is a 48 credit certificate, thus, for FY27 the calculation is: \$445*10*48, and similar for other fiscal years. In addition, a \$3.72 per credit library fee is included as part of the program's per credit rate. Please note that we anticipate our first cohort of enrollment in FY27.

B.1. Faculty FTE: Calculated using (credit hour load)/24 for 9 month clinical faculty, 5 credits teaching specific to this certificate; each year increase for 3% CEC

B.2. Includes coverage of student liability insurance, clinical participation materials, marketing

B.5. Boise State University Support includes the following: funding for initiative management; online course/program development including stipends to faculty and open education resource grants; funding for marketing, recruiting, enrolling qualified students, advising and providing student support services throughout their enrollment in the program; and seed funding and innovation grants to academic programs.

BOISE STATE UNIVERSITY

SUBJECT

Online Undergraduate Certificate in Making Big Ideas Happen – Online Program Fee

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 proposes to offer the Making Big Ideas Happen Certificate in the Online Program Fee model. This certificate will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

Boise State University sent a Notification Letter on January 30, 2025 to notify the Office of the Idaho State Board of Education (as per Board Policy Section III.G.3.c.) of our intent to offer an Undergraduate Certificate in Making Big Ideas Happen. The program will be housed in the College of Innovation and Design. This program will be effective starting in fall 2025.

Transformative change requires more than just ideas—it demands the ability to test, refine, and implement innovative approaches. This proposed program consists of two courses: Futures Thinking, which prepares students with skills to identify emerging trends, conduct environmental and horizon scans, and develop strategic responses to uncertainty, and Innovation, which focuses on creative problem-solving and designing impactful solutions for organizations and communities. Through this certificate, students will gain foundational tools, techniques, and methodologies to effectively navigate future challenges and drive meaningful change.

IMPACT

The Making Big Ideas Undergraduate Certificate equips students with the skills to lead innovation and future forecasting initiatives within teams and organizations. Designed to meet growing demand, the program will launch as an online-only offering, leveraging adjunct faculty to teach the two new courses and industry credentialing components from Coursera and Solve Next, Inc. . Students will gain access to valuable platforms, tools, and professional credentials while producing portfolio artifacts that showcase their expertise.

This certificate integrates seamlessly with and is particularly valuable for students in programs such as Digital Innovation and Design and Bachelor of Applied Science and Interdisciplinary Professional Studies programs and can also serve as elective credit for other degree programs. With a projected enrollment of 20 -

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40 students, the program will utilize current faculty and infrastructure, ensuring a cost-effective and scalable addition to Boise State's academic offerings.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. The price-point of \$395 for the proposed online certificate aligns with the majority of Boise State University's undergraduate online programs. For students who need 8 credits to earn the certificate, the cost of the program would be \$3,160 (8 credits at \$395 per credit).

ATTACHMENTS

Attachment 1 – Undergraduate Certificate in Making Big Ideas Happen Budget Form

STAFF COMMENTS AND RECOMMENDATIONS

Currently, Board Policy III.G Postsecondary Program Review and Approval does not require Board approval for the establishment of an undergraduate certificate consisting of fewer than 30 credits. Boise State University has met the policy requirement to notify the Board office of their intent to create and offer a new online undergraduate certificate in Making Big Ideas Happen. The request before the Board is to approve the online program fee for this existing certificate.

Boise State's request to assess an online program fee of \$395 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge an online program fee of \$395 per credit for the Undergraduate Certificate in Making Big Ideas Happen, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

| Estimated Fiscal Impact | | FY 2026 | | FY 2027 | | FY 2028 | | FY 2029 | |
|--|--|------------|-----------------|------------|------------------|------------|------------------|------------|------------------|
| | | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Revenue | | | | | | | | | |
| 1. New Appropriated Funding Request | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2. Institution Funds | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3. Federal | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4. New Tuition Revenues from Increased Enrollments | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5. Student Fees | | \$0.00 | \$85,320 | \$0.00 | \$113,760 | \$0.00 | \$132,720 | \$0.00 | \$164,320 |
| 6. Other (i.e., Gifts) | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Revenue | | \$0 | \$85,320 | \$0 | \$113,760 | \$0 | \$132,720 | \$0 | \$164,320 |

| B. Expenditures | | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
|-----------------------------|--|------------|-----------------|------------|-----------------|------------|-----------------|------------|------------------|
| 1. Personnel | | \$0.00 | \$16,402 | \$0.00 | \$21,033 | \$0.00 | \$24,965 | \$0.00 | \$30,902 |
| 2. Operating | | \$0.00 | \$12,221 | \$0.00 | \$17,128 | \$0.00 | \$21,232 | \$0.00 | \$26,407 |
| 3. Equipment | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4. Facilities | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Expenditures | | \$0 | \$28,623 | \$0 | \$38,161 | \$0 | \$46,197 | \$0 | \$57,309 |
| Net Income (Deficit) | | \$0 | \$56,697 | \$0 | \$75,599 | \$0 | \$86,523 | \$0 | \$107,011 |

| Budget Notes | | | | | | | | | |
|--------------|--|---|--|--|--|--|--|--|--|
| A.5 | | Student fees calculated as \$395 online program fee per credit times 8 credits times student enrollment per fiscal year. This is an 8-credit, 2-course certificate. Enrollment projections: 10 students per course spring and fall and 7 per course in summer 26; 14 students per course spring and fall and 8 per course in summer 27; 16 students per course spring and fall and 10 per course in summer 28; 20 students per course spring and fall and 12 per course in summer 29. | | | | | | | |
| B.1 | | Personnel costs calculated as a percentage of one faculty member's teaching workload based on total SCH taught. Using actual salary and fringe (plus estimated 3% CEC and fringe over time), this is the calculated personnel costs to teach COID 364 and 365. There is capacity for the additional student enrollments forecasted. | | | | | | | |
| B.2. | | Operating costs include licensing costs of content from Coursera and Solve Next, Inc. (\$130 per student per course) as well as marketing and program management. Coursera and Solve Next manage the industry credential component of the courses. | | | | | | | |

BOISE STATE UNIVERSITY

SUBJECT

Online Undergraduate Certificate in Mammography – Online Program Fee

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 proposes to offer an online version of the Mammography undergraduate certificate utilizing the Online Program Fee model. This undergraduate certificate will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

Boise State University sent a Letter of Notification on December 16, 2024 to notify the Office of the Idaho State Board of Education (as per Board Policy Section III.G.3.c.) of our intent to offer a new undergraduate certificate in Mammography, housed in the College of Health Sciences in the Department of Radiologic Sciences. The program will be offered both face-to-face (on campus) and fully online with an online program fee, allowing for flexible and accessible learning. The undergraduate certificate will start effective fall 2025.

The Mammography undergraduate certificate program will align with national workforce demand, with a primary focus on serving Idaho employers. The new certificate in Mammography addresses a significant demand for qualified radiologic technologists in Idaho. According to a Lightcast report (July 2024), there were 155 unique job openings from June 2023 - June 2024 for Radiologic Technologist and Technicians (SOC 29-2034) with “mammography” in the job posting. Job postings include St. Luke’s Health System (28), Trinity Health (17), Siemens Healthineers (15) and several other employers. Employment opportunities range from metropolitan areas including Boise, Meridian, Twin Falls, and small cities and rural areas including Caldwell, Fruitland, and Mountain Home.

This certificate program follows the curricular guidelines established by the American Society of Radiologic Technologists (ASRT). It will provide current credentialed radiographers a pathway to advance into the modality of mammography. Graduates will be eligible for national credentialing through the American Registry of Radiologic Technology (ARRT), which meets the industry standards of the Mammography Quality Standards Act (MQSA).

The program's initial enrollment is expected to be 10 students in FY26 increasing to 20 by FY29, with the potential to scale based on demand. By offering this specialized certificate, Boise State University aims to contribute to the healthcare workforce in Idaho and enhance patient care.

IMPACT

Graduates of this program will be able to have met all didactic and clinical requirements for credentialing eligibility. The program's overall size will be scaled to demand, with new instructional costs at the 31-student threshold. The instructional costs are estimated to be \$16,822 in FY29 and operational costs, including coverage of student liability insurance, clinical participation materials and recruitment, are estimated to be \$10,000. Revenues in FY29 are projected to reach \$100,000 with an enrollment of 20 students in the online mammography undergraduate certificate program.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.b.ii. The price-point of \$445 for the proposed online certificate aligns with the Boise State University's undergraduate online programs in professional fields, including healthcare. For students who need 11 credits to earn the certificate, the cost of the program instruction would be \$4,895 (11 credits at \$445 per credit). There will be additional \$105 per student fee for monitoring Optically Simulated Luminescence (OSL), a method of measuring radiation exposure in mammography, and for liability insurance.

ATTACHMENT

Attachment 1 – Undergraduate Certificate in Mammography Budget Form

STAFF COMMENTS AND RECOMMENDATIONS

Currently, Board Policy III.G Postsecondary Program Review and Approval does not require Board approval for the establishment of an undergraduate certificate consisting of fewer than 30 credits. Boise State University has met the policy requirement to notify the Board office of their intent to create and offer an online Mammography certificate program. The request before the Board is to solely approve the online program fee for this existing online certificate.

Boise State's request to assess an online program fee of \$445 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University charge an online program fee of \$445 per credit for the Undergraduate Certificate in Mammography, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

| Estimated Fiscal Impact | | FY 2026 | | FY 2027 | | FY 2028 | | FY 2029 | |
|--|-----------------------------|----------|-------------|----------|-------------|----------|--------------|----------|--------------|
| | | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Revenue | | | | | | | | | |
| 1. New Appropriated Funding Request | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2. Institution Funds | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3. Federal | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4. New Tuition Revenues from Increased Enrollments | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5. Student Fees | | \$0.00 | \$50,000.00 | \$0.00 | \$75,000.00 | \$0.00 | \$100,000.00 | \$0.00 | \$100,000.00 |
| 6. Other (i.e., Gifts) | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | Total Revenue | \$0 | \$50,000 | \$0 | \$75,000 | \$0 | \$100,000 | \$0 | \$100,000 |
| B. Expenditures | | | | | | | | | |
| 1. Personnel | | 0 | 15580.55 | 0 | 15978.27 | 0 | 16400.09 | 0 | 16821.91 |
| 2. Operating | | 0 | 5000 | 0 | 5000 | 0 | 10000 | 0 | 10000 |
| 3. Equipment | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4. Facilities | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total Expenditures | \$0 | \$20,581 | \$0 | \$20,978 | \$0 | \$26,400 | \$0 | \$26,822 |
| | Net Income (Deficit) | \$0 | \$29,419 | \$0 | \$54,022 | \$0 | \$73,600 | \$0 | \$73,178 |

Budget Notes

| | |
|------------|--|
| A.5 | Includes: \$445 online program fee per credit for 11 credits in the certificate and \$105 per student for OSL monitoring, competency tracking, liability insurance, ID badges. It is expected that there will 10 students in FY26, 15 in FY27 and 20 each in FY28 and FY29. |
| B.1 | The certificate will take 5 workload units of one faculty member's workload. Using average salaries and fringe (plus estimated 3% CEC and fringe overtime), this is the calculated personnel costs to teach AMI480, 481 and 485. AMI400 is already offered and there is capacity for 10 -20 additional students. |
| B.2 | Includes coverage of student liability insurance, clinical participation materials, and recruitment |

BOISE STATE UNIVERSITY

SUBJECT

Online Undergraduate Certificate in Vascular Ultrasound - Online Program Fee

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 proposes to offer an online version of the Vascular Ultrasound undergraduate certificate utilizing the Online Program Fee model. This undergraduate certificate will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

The 33-credit Vascular Ultrasound undergraduate certificate provides Diagnostic Medical Sonography (DMS) students and practicing technologists with an opportunity to enhance their expertise, skills, and career flexibility. As the only program of its kind in the Treasure Valley and Idaho, it addresses a critical workforce and educational need. The certificate will be offered in both face-to-face and fully online formats, maintaining identical curriculum requirements, with an online program fee for remote learners.

IMPACT

This certificate program will help address the shortage of qualified vascular ultrasound professionals in Idaho and across the country. A 2024 survey by the American Society of Radiologic Technologists (ASRT) found that national sonographer vacancies rose from 6.9% in 2021 to 16.7% in 2023. As other institutions close their programs, Boise State remains committed to meeting workforce demands by providing a flexible educational option where students can complete online coursework and fulfill clinical requirements locally. The addition of this vascular ultrasound certificate will further support employer needs and improve patient care.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.b.ii. The price-point of \$445 for the proposed online certificate aligns with the Boise State University's undergraduate online programs in professional fields, including healthcare. For students who need 33 credits to earn the certificate, the tuition cost of the program would be \$14,685 (33 credits at \$445 per credit.)

The certificate will not require the development of additional courses as the courses will be the same as those specifically focused on vascular ultrasound within the Bachelor of Science in Radiological Sciences. The certificate program will also not require additional administrative costs beyond faculty workload

CONSENT
APRIL 16-17, 2025

adjustments to accommodate total course enrollment needs. As demand increases, course capacities will be expanded. Total expenditures are \$132,102 - \$242,819 annually over a four-year period.

ATTACHMENTS

Attachment 1 – Undergraduate Certificate in Vascular Ultrasound Short Proposal

STAFF COMMENTS AND RECOMMENDATIONS

Based on the program proposal, this certificate program aims to address the growing shortage of qualified sonographers by providing local, state, and national employers with a new pipeline of trained professionals. This program offers a crucial solution by allowing students to complete didactic instruction online and gain clinical experience at local healthcare facilities. Boise State anticipates 15 initial enrollments starting in fall 2026 with 15 enrollments in spring and summer to reach 30 enrollments consecutively by fall 2030.

The proposed certificate was not listed on Boise State's three-year plan and provides that the certificate program is important for meeting the institution's regional responsibilities and is in response to a specific industry need or workforce opportunity. No institution has statewide program responsibility for radiological science programs.

Boise State's request to assess an online program fee of \$445 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 3, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to offer an online Undergraduate Certificate in Vascular Ultrasound and charge an online program fee of \$445 per credit in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



SHORT PROPOSAL FORM

Academic Programs

| | | | |
|--|---|---|--|
| Date of Proposal Submission: | February 10, 2025 | | |
| Institution Submitting Proposal: | Boise State University | | |
| Name of College, School, or Division: | College of Health Sciences | | |
| Name of Department(s) or Area(s): | Radiologic Sciences | | |
| Official Name of Program or Instructional/Administrative Unit: | Vascular Ultrasound certificate | | |
| CIP code or Modification of CIP Code (consult IR /Registrar): | 51.0910 | | |
| Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc. | Hybrid, and Fully Online with an Online Program Fee | | |
| Implementation Date: | Fall 2025 | | |
| Geographical Delivery: | Location(s) | Local and national | Region(s) III |
| Indicate (X) if the program is/has: (Consistent with Board Policy V.R.) | <input type="checkbox"/> Self-Support fee | <input type="checkbox"/> Professional Fee | <input checked="" type="checkbox"/> Online Program Fee |

Indicate those that apply to this request:

- ☒ Undergraduate Certificate (30 credits or more)
☐ Graduate Certificate (30 credits or more)
☐ Specialized Certificate (Below \$250k/FY)

Proposed Action

- ☐ Addition of a certificate or degree to an existing program
☒ Addition of a certificate to an existing program
☐ Modification of existing academic programs
☐ Splitting an existing program into two or more programs
☐ Consolidating two or more programs into one stand-alone program
☐ Converting one program option into a stand-alone program
☐ Converting or transitioning a degree level type (i.e. BA to BS)
☐ Converting or transitioning a certificate type (i.e. TC to BTC)
☐ Establishing a dual degree from existing programs

Other

- ☐ New programs consisting of multiple certificates with similar coursework
☐ Program name changes related to Statewide Program Responsibilities (requires Board approval)
☐ Deviation from certificate or degree program credit definitions (Board Policy III.E.)

2/25/2025

Jo Ellen DiNucci
 College Dean (Institution) Date

Academic Affairs Program Manager, OSBE Date

Jo Ellen DiNucci
 FVP/Chief Fiscal Officer (Institution) Date

Chief Financial Officer, OSBE 02/27/2025
 Date

Provost/VP for Instruction (Institution) Date

OSBE Executive Director or Designee Date
 Approval

This proposal form must be completed for certificates and program changes as provided in Board Policy III.G.3.b. *Actions Requiring a Short Proposal.*

1. Provide an overview of the changes that includes need and rationale for the proposed modification or change. Identify any existing program that this program will replace.

Students in the Diagnostic Medical Sonography (DMS) Bachelor of Science emphasis, as well as DMS technologists currently working in the industry, may seek to complete the didactic and clinical requirements of this proposed Vascular Ultrasound certificate to enhance their expertise, skills, and career flexibility. Currently, no other certificate program in this field of medical imaging exists in the Treasure Valley or the state of Idaho, making this a unique opportunity to address both educational and workforce demands within the state and beyond.

This certificate program will be offered in both hybrid for on campus students and fully online formats, with an online program fee, and identical curriculum requirements for both delivery methods.

2. Discuss impact of proposed modification on student enrollment. Using the chart below, provide projected new enrollments for the proposed certificate or modified program:

| Estimated New Enrollment | | | |
|--------------------------|-----------|-----------|-----------|
| Year | Fall | Spring | Summer |
| | Headcount | Headcount | Headcount |
| 2025-26 | 0 | 0 | 0 |
| 2026-27 | 15 | 15 | 15 |
| 2027-28 | 20 | 20 | 20 |
| 2028-29 | 25 | 25 | 25 |
| 2029-30 | 30 | 30 | 30 |

3. **Educator Endorsement/Certification Programs.** All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

Yes No X

If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)

Date _____

All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

4. **Three-Year Plan.** If this is a new proposed certificate (30 credits or more) or degree, is it on your institution's Board approved 3-year plan?

Yes ____ No X

If yes, proceed to question 5. If no, please address A and B below:

- 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 checked="" type="checkbox"/> | Program is important for meeting your institution's regional or statewide program responsibilities. |
| <input checked="" 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. |
| <input type="checkbox"/> | We failed to include it when we had the opportunity. |
| <input type="checkbox"/> | Other: |

- b.** Provide an explanation for all statements you selected.

This certificate program will provide local, Idahoan, and national employers with a pipeline of qualified professionals who are currently unavailable in Idaho and other regions across the country. The American Society of Radiologic Technologists (ASRT) published a 2024 survey indicating that national vacancies for sonographers increased from 6.9% in 2021 to 16.7% in 2023. As institutions across the nation close their programs, Boise State remains committed to addressing local, state, and national needs for imaging education by offering a flexible solution where students can complete didactic instruction online and fulfill clinical requirements at their local healthcare facilities. We propose adding this vascular ultrasound certificate to further support growing employer needs and patient care demands.

5. Curriculum for the proposed program changes and its delivery.

- 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. | 0 |
| 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 | 33 |

- b.** Curriculum. Provide the curriculum for the program, including a listing of course titles and credits in each.

Program Requirements

Take the following:

- AMI474 - Cardiovascular Anatomy and Physiology (3)
- AMI460 - Sonographic Physics and Instrumentation (3)
- AMI490 - Vascular Ultrasound I: Principles of Vascular Testing (2)

- AMI490L - Vascular Ultrasound I: Vascular Testing Simulation (1)
- AMI491 - Vascular Ultrasound II: Advanced Vascular Testing (2)
- AMI491L - Vascular Ultrasound II: Advanced Vascular Testing Simulation (1)
- AMI463 - Doppler Procedures (2)
- AMI463L - Doppler Scan Simulation (1)
- AMI495 - Clinical Experience Vascular Ultrasound I (6)
- IMGSCI404 - Study of Diseases in Imaging Sciences (3)
- IMGSCI408 - Advanced Sectional Anatomy in Imaging Sciences (3)
- AMI400 - Advanced Modality Case Studies (FF) (3)
- AMI300 - Pharmacology (3)

- **Total Credit Hours: 33**

6. Resources Required for Implementation – Financial Impact and Budget.

- a.** Discuss organizational arrangements required within the institution to accommodate the proposed action, including administrative, staff, and faculty hires, facilities, student services, library, etc. Include a statement regarding total cost to students. If there is no financial impact as defined in Board Policy III.G.1.e¹, include a statement to indicate there is no financial impact. Completion of the budget form is required if there is a financial impact.

The courses included in this certificate program are the same as those focused specifically on vascular ultrasound within the Radiologic Sciences BS degree Echocardiography and Vascular Ultrasound emphasis. This certificate offering requires no new course development or administrative cost outside of faculty workload to meet total course enrollment needs. Course capacities will increase as student demand for these certificate courses increases.

The attached budget form reflects the revenue and expenditures anticipated in this certificate program. It uses \$445 per credit online program fee in estimated revenue calculations.

¹ Financial Impact shall mean the total financial expenditures, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. *Revised per Board Policy III.G, June 2024.*

Short-form budget template

| Estimated Fiscal Impact | | FY 27 | | FY 28 | | FY 29 | | FY 30 | |
|--|--|------------|------------------|------------|------------------|------------|------------------|------------|------------------|
| | | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Revenue | | | | | | | | | |
| 1. New Appropriated Funding Request | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2. Institution Funds | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3. Federal | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4. New Tuition Revenues from Increased Enrollments | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5. Student Fees | | \$0.00 | \$220,275.00 | \$0.00 | \$293,700.00 | \$0.00 | \$367,125.00 | \$0.00 | \$440,550.00 |
| 6. Other (i.e., Gifts) | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Revenue | | \$0 | \$220,275 | \$0 | \$293,700 | \$0 | \$367,125 | \$0 | \$440,550 |
| B. Expenditures | | | | | | | | | |
| 1. Personnel | | 0.00 | 17,857.00 | 0.00 | 18,333.03 | 0.00 | 18,823.93 | 0.00 | 19,329.56 |
| 2. Operating | | 0.00 | 5,000.00 | 0.00 | 5,000.00 | 0.00 | 5,000.00 | 0.00 | 5,000.00 |
| 3. Equipment | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4. Facilities | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5. Boise State Support Services | | 0.00 | 109,244.70 | 0.00 | 145,659.60 | 0.00 | 182,074.50 | 0.00 | 218,489.40 |
| Total Expenditures | | \$0 | \$132,102 | \$0 | \$168,993 | \$0 | \$205,898 | \$0 | \$242,819 |
| Net Income (Deficit) | | \$0 | \$88,173 | \$0 | \$124,707 | \$0 | \$161,227 | \$0 | \$197,731 |

Budget Notes:

A.5. Projected enrollments are: 15 students in FY27, 20 in FY28, 25 in FY29, and 30 in FY30. Majority of the students are projected to be online with an online program fee of \$445 per credit although the program will also be available to on campus students in hybrid delivery mode. For the purposes of revenue estimation, \$445 per credit fee is multiplied by projected credits. This is a 33 credit certificate, thus, for FY27 the calculation is: $\$445 \times 15 \times 33$, and similar for other fiscal years. In addition, a \$3.72 per credit library fee is included as part of the program's per credit rate. Please note that we anticipate our first cohort of enrollment in FY27.

B.1. Faculty FTE: Calculated using (credit hour load)/24 for 9 month clinical faculty, 5 credits teaching specific to this certificate; each year increase for 3% CEC

B.2. Includes coverage of student liability insurance, clinical participation materials, marketing

B.5. Boise State University Support includes the following: funding for initiative management; online course/program development including stipends to faculty and open education resource grants; funding for marketing, recruiting, enrolling qualified students, advising and providing student support services throughout their enrollment in the program; and seed funding and innovation grants to academic programs.

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Membership (Council) Membership

REFERENCE

| | |
|---------------|---|
| April 2018 | Board appointed two current members to the Council and one new member. |
| June 2018 | Board appointed two members to the Council. |
| August 2018 | Board appointed one new member and re-appointed a former member to the Council. |
| June 2019 | Board appointed three new members to the Council. |
| August 2019 | Board appointed one new member to the Council. |
| October 2019 | Board appointed one new member to the Council. |
| April 2020 | Board appointed one new member and re-appointed two members to the Council. |
| June 2020 | Board appointed four new members and re-appointed one member to the Council. |
| October 2020 | Board appointed two new members to the Council. |
| June 2021 | Board appointed one new member and re-appointed four members to the Council. |
| August 2021 | Board appointed two new members to the Council. |
| October 2021 | Board appointed one new member to the Council. |
| December 2022 | Board appointed three new members to the Council. |
| October 2023 | Board appointed one current member to the Council. |
| December 2023 | Board appointed five new members to the Council. |
| June 2024 | Board appointed two new members to the Council. |
| August 2024 | Board re-appointed two members to the Council. |
| October 2024 | Board appointed three new members and re-appointed one current member |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section IV.G.
Idaho Code § 33-2202
Idaho Code § 33-2303
Code of Federal Regulations 34 CFR § 361

BACKGROUND/DISCUSSION

Code of Federal Regulations (34 CFR § 361.17) sets out the requirements for the State Rehabilitation Council, including the appointment and composition of State Rehabilitation Councils. The regulations require members of state councils to be appointed by the Governor or, in the case of a state that under State law vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Idaho Code § 33-2303 designates the State Board for

CONSENT
APRIL 16-17, 2025

Career Technical Education as that entity. Idaho Code § 33-2202 designates the State Board of Education as the State Board for Career Technical Education “for the purpose of carrying into effect any acts by Congress “affecting vocational rehabilitation.”

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

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
- ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
- iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director, or another individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of, and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;
- v. At least one representative of community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;
- vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
- viii. Current or former applicants for, or recipients of, vocational rehabilitation services;
- ix. In a State in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
- x. At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the State workforce investment board; and
- xii. The director of the designated State unit as an ex officio, nonvoting member of the Council.

Additionally, Federal Regulations specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR § 361.5(b)(28) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council may serve for not more than two (2) consecutive full terms. A member

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appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has three (3) nominations for Board consideration as follows:

The Council recommends the appointment of Donna Butler as a representative of the Idaho Workforce Development Committee to complete the term of the previous member.

The Council recommends the appointment of Amber Maxwell as a representative of Disability Groups.

The Council recommends the appointment of Kara Whitehouse as an ex-officio non-voting member representing as the vocational rehabilitation counselor.

IMPACT

The reappointments will maintain compliance with CFR 34 Part 361.16 and result in eighteen (18) total members.

ATTACHMENTS

Attachment 1 – Current Council Membership, applications and resumes of the nominees aforementioned.

STAFF COMMENTS AND RECOMMENDATIONS

The requested appointments meet the provisions of Board policy IV.G. State Rehabilitation Council, and the applicable Federal regulations.

Staff recommends approval.

BOARD ACTION

I move to appoint Donna Butler as a representative of the Workforce Development Council to complete a three-year term, effective immediately through October 17, 2027.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

I move to appoint Amber Maxwell as a representative of Disability Groups for a three-year term, effective immediately through April 17, 2028.

CONSENT
APRIL 16-17, 2025

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Kara Whitehouse as a representative as a vocational rehabilitation counselor, effective immediately through April 18, 2028.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

| Members Shall Represent | Representation Required | Name | Region | Term | Term Dates | Voting Member | # |
|--|-------------------------|---------------------------|-----------------|-------------|---------------------------------------|---------------|----|
| Former Applicant or Recipient of VR services | Minimum 1 | Mark Reinhardt | Treasure Valley | 1st | 12/21/2022-12/20/2025 | Yes | 1 |
| | | Stephanie Taylor-Thompson | Eastern Idaho | 2nd | 8/21/2024 8/22/2027 | Yes | 2 |
| Parent Training & Information Center | Minimum 1 | Linda Thomas | Treasure Valley | 1st | 10/16/2024 10/17/2027 | Yes | 3 |
| Client Assistant Program | Minimum 1 | Nancy Grant | Eastern Idaho | 1st | Effective 12/21/2022 No term limit | Yes | 4 |
| VR Counselor | Minimum 1 | Vacant | | | | No | |
| Community Rehabilitation Program | Minimum 1 | Danielle Larsen | Treasure Valley | 1st | 06/12/2024-6/13/2027 | Yes | 5 |
| Business, Industry and Labor | Minimum 4 | Diana Colgrove | North Idaho | 1st | 12/21/2022-12/20/2025 | Yes | 6 |
| | | Jeff DeForest | Treasure Valley | 1st | 12/13/2023 12/12/2026 | Yes | 7 |
| | | Lucas Rose | North Idaho | 1st | 12/13/2023 12/12/2026 | Yes | 8 |
| | | Angie Tuft | Treasure Valley | 1st | 12/13/2023 12/12/2026 | Yes | 9 |
| | | | | | | | |
| Disability Groups | No minimum or maximum | Tim Blonsky | Treasure Valley | 2nd | 8/26/2022-8/25/2027 | Yes | 10 |
| | | Janice Carson | North Idaho | 1st | 06/12/2024-6/13/2027 | No | 11 |
| | | Dave Maxwell | Treasure Valley | 2nd | 6/01/2022-5/31/2025 | Yes | 12 |
| | | | | | | | |
| State Independent Living Council | Minimum 1 | Jami Davis | Treasure Valley | 2nd | 8/21/2024 08/22/2027 | Yes | 13 |
| Department of Education | Minimum 1 | Randi Cole | Treasure Valley | 2nd | 10/18/2023-10/17/2026 | No | 14 |
| Director of Vocational Rehabilitation | Minimum 1 | Judy Taylor | Treasure Valley | No end date | | No | 15 |

| | | | | | | | |
|--------------------------------|-----------|--------------|-----------------|---------------------------|--------------------------|-----|----|
| Idaho's Native American Tribes | Minimum 1 | Feather Holt | North Idaho | 10/16/2024 No end date | | Yes | 16 |
| Workforce Development Council | Minimum 1 | Vacant | Treasure Valley | 1st | 10/16/2024 10/17/2027 | Yes | |



STATE REHABILITATION COUNCIL
APPLICATION FORM

Name:

Mailing Address:

Home/Cell Phone: Work Phone:

E-Mail:

Please explain why you would like to serve on the State Rehabilitation Council

I have worked within the industry for approximately 45 years. I look forward to a potential opportunity to engage with others within our state to explore and share opportunities to enhance and improve Vocational Services to Idaho residents. Also, given the opportunity, I anticipate that I would bring back additional ideas and tools that I could implement within our agency to better the services within our own community.

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

| | |
|--|--|
| Name: <input type="text" value="Workforce Development Council"/> | Term Date: <input type="text" value="2017-current"/> |
| Name: <input type="text"/> | Term Date: <input type="text"/> |
| Name: <input type="text"/> | Term Date: <input type="text"/> |
| Name: <input type="text"/> | Term Date: <input type="text"/> |

It is the expectation for members is to be able to commit to 1 day per quarter and 1 hour per month to dedicate to State Rehab Council activities. Do you have commitments or conflicts that might prevent you from attending quarterly Council meetings?

☒ No ☐ Yes If "Yes" please explain:

CFR 361.17(c)(1) Requires a majority of the Council members be individuals with disabilities. While your disclosure is voluntary, it would be a benefit to the Council in determining membership compliance.

Disability

☐ Yes ☒ No

Please attach a resume so that the Council may learn about employment history, educational background, group affiliations, community involvement and interests.

RETURN TO:
IDAHO STATE REHABILITATION COUNCIL
ATTN: Council Secretary
650 West State Street, Room 150
P.O. Box 83720
Boise, Idaho 83720-0096

Donna Butler, Executive Director – Dawn Enterprises, Inc.

1978-Current

I held several direct service and professional roles within our agency from date of hire until 1998 when I assumed the role of Executive Director.

Dawn Enterprises, Inc. operates in a small community where vocational opportunities are limited. Since 1998, my team and I have worked diligently to find ways to provide meaningful work opportunities under our roof in a setting that separates us from the typical sheltered workshop structure. Dawn Enterprises has grown into a large manufacturing facility that employs people with and without disabilities that work side by side in all areas of the design and manufacturing operations. We were one of the first agencies to eliminate the sub-minimum wage well over 10 years ago. We have had successful placements in our office settings and in our direct care programs, too.

I remain active in our community, set on the Chamber of Commerce Board, host Legislative meetings and have served on the Governor's Workforce Development Committee since 2017.

Thank you for your consideration.



STATE REHABILITATION COUNCIL APPLICATION FORM

Name:

Mailing Address:

Home/Cell Phone:

Work Phone:

E-Mail:

Please explain why you would like to serve on the State Rehabilitation Council

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name:

Term Date:

Name:

Term Date:

Name:

Term Date:

Name:

Term Date:

It is the expectation for members is to be able to commit to 1 day per quarter and 1 hour per month to dedicate to State Rehab Council activities. Do you have commitments or conflicts that might prevent you from attending quarterly Council meetings?

☒ No

☐ Yes If "Yes" please explain:

CFR 361.17(c)(1) Requires a majority of the Council members be individuals with disabilities. While your disclosure is voluntary, it would be a benefit to the Council in determining membership compliance.

Disability

Yes

No

Please attach a resume so that the Council may learn about employment history, educational background, group affiliations, community involvement and interests.

RETURN TO:

IDAHO STATE REHABILITATION COUNCIL

ATTN: Council Secretary

650 West State Street, Room 150

P.O. Box 83720

Boise, Idaho 83720-0096

AMBER MAXWELL, M.Ed., CRC, LPC, NCC, CLCP, CVE, CIWCS, WIP-C, CCC

CURRICULUM VITAE

Experience

Professional Position

Vocational Rehabilitation Counselor/Vocational Expert/Benefit Planner, Maxwell Vocational and Counseling Services, LLC. (owner)

2021 – Current

- Manage forensic vocational caseload specialized in vocational rehabilitation services, evaluations, medical file reviews/summary, cost projections, and research. Consultant for benefit planning services for SSDI/SSI beneficiaries.

Business associate/Vocational Rehabilitation Counselor, Intermountain Vocational Services, Inc. (Mary Barros-Bailey, PhD, CRC, NCC, CLCP, D/ABVE, CVE, CCC)

2021-Current

- Consultant for forensic vocational services including workers' compensation, life care planning, medical file review/summary and research.

Professional Experience

Senior Vocational Rehabilitation Counselor, Idaho Division of Vocational Rehabilitation, Boise, ID

2017- 2021

- Specialized in providing and coordinating a wide range of rehabilitation and case management services to assist eligible individuals with disabilities achieve independence in daily living and/or to obtain and maintain suitable employment; areas of experience include general caseload, rural caseload, and transition case load.

CAP I/II: Clinical Support Unit/Intensive Care Unit, St. Luke's Hospital, Boise, ID

2010- 2014

- Areas of experience include Emergency Room, Intensive Care Unit, Oncology Unit, General/Surgical Unit and Mother/Baby Unit. Assisted nursing personnel by way of providing patient care services within scope of practice as a Certified Nursing Assistant (CNA), maintaining medical charts and communication with hospital staff and family.

Support Associate: Intensive Care Unit, Saint Alphonsus Regional Medical Center, Boise, ID

2008- 2010

- Areas of experience include Intensive Care Unit for a level II trauma hospital. Assisted nursing personnel by way of providing patient care services within scope of practice as a Certified Nursing Assistant (CNA), maintaining medical charts and communication with hospital staff and family.

Extended Resource Room Aide (Para-professional), West Ada School District/Pioneer Elementary, Meridian, ID 2006- 2008

- Assisted Special Education Teachers to facilitate and carry out Individual Education Programs (IEP) for children with disabilities in a public-school setting (Pioneer Elementary School).

Other Experience

Child Care Assistant, Nampa Recreation Center, Nampa, ID 2006-2008

- Supervised children ages 0-5 and maintained a clean and safe play environment.

Education

M.Ed. University of Idaho, 2018 (Major: Rehabilitation Counseling and Human Services)

Cornell University, 2022 (Post-Graduate Program: Work Incentives Practitioner)

Capital University Law School, 2021 (Post-Graduate Program: Life Care Planning)

B.S. Boise State University, 2010 (Major: Health Science Studies)

AMBER MAXWELL, M.Ed., CRC, LPC, NCC, CLCP, CVE, CIWCS, WIP-C, CCC

Credentialing

Certified Career Counselor, National Career Development Association (NCDA), #CCC20-9183853438
Certified Idaho Workers' Compensation Specialist- Advanced Level, Idaho Industrial Commission (IIC)
Certified Life Care Planner, International Commission on Health Care Certification (ICHCC), #1667
Certified Rehabilitation Counselor, Commission on Rehabilitation Counselor Certification (CRCC), #00342212
Certified Vocational Evaluator, Commission on Rehabilitation Counselor Certification (CRCC), #00342212
Employment Services- Basic Level, Association of Community Rehabilitation Educators (ACRE)
Licensed Professional Counselor, Idaho Division of Occupational and Professional Licensing (DOPL), LPC-7095
National Counselor Certification, National Board of Certified Counselors (NBCC), #1095085
Work Incentive Practitioner, Cornell University School of Industrial and Labor Relations (ILR)

Memberships and Committees

American Counseling Association, Professional Member, 2017- Present
Field Services Employee Council (FSEC), Region 7 Vocational Rehabilitation Counselor Representative, Idaho Division of Vocational Rehabilitation, 2021- 2021
International Association of Rehabilitation Professionals, Professional Membership, 2019- Present
National Association of Benefits and Work Incentive Specialists, Professional Membership, 2024 - Present
National Career Development Association, Professional Membership, 2021 - Present
Transition Leadership Committee member, Idaho Division of Vocational Rehabilitation, 2019- 2021

Awards

Rehabilitation Services Administration (RSA) Scholarship program recipient 2016- 2018

Refereed Publications

Barros-Bailey, M., Brown, S., Maxwell, A., Malloy, S., Latham, S., Thompson, A., & Donohoe, E., (2022). *Attendant Care Survey (ACSM): The longitudinal approach* [Manuscript in preparation].

Barros-Bailey, M., Brown, S., Maxwell, A., Malloy, S., Latham, S., Thompson, A., & Donohoe, E., (2022). *Attendant Care Survey (ACSM): Introducing a costing model*. Journal of Life Care Planning, 20 (1), 5-26.

Neulicht, A. T., Riddick-Grisham, S., Barros-Bailey, M., Knott, M., Maxwell, A., Albee, T., Marcinko, D., Mitchell, N., & Robinson, R. (2023). *Life care planning survey 2022: Process, Methods, and Protocols – A 20-year Perspective*. Journal of Life Care Planning, 21(3), 5-144.

Presentations

Presentations-Invited

Barros-Bailey, M. & Maxwell, A. (2024, March). *Labor Market Surveys*. Veteran Readiness and Employment: In-Service, Boise, ID.

Barros-Bailey, M. & Maxwell, A. (2023, May). *Labor Market Surveys and Workers' Compensation*. Idaho Industrial Commission Annual Seminar, Boise, ID.

Peer- Reviewed National Professional Conference Presentations

Austin, B., Clark, C., Obrien, N., **Maxwell, A.**, & Perry, K. (2017, April). Evidence-based practice journal club: Intervention for critical appraisal and clinical decision-making skills. Paper presentation at the Spring 2017

AMBER MAXWELL, M.ED., CRC, LPC, NCC, CLCP, CVE, CIWCS, WIP-C, CCC

National Council on Rehabilitation Education conference, "Rehabilitation Counseling Education: Embarking on the New Road Ahead", Anaheim, CA

Clark, C., Groehler, J., Harris, A., **Maxwell, A.**, & Perry, K. (2017, April). Inclusion from Mainstream Classrooms and Effects on Social Skills of Individuals with Autism: A pilot study. Poster presentation at the Spring 2017 National Council on Rehabilitation Education Conference, "Rehabilitation Counseling Education: Embarking on the New Road Ahead", Anaheim, CA



STATE REHABILITATION COUNCIL APPLICATION FORM

Name:

Mailing Address:

Home/Cell Phone: Work Phone:

E-Mail:

Please explain why you would like to serve on the State Rehabilitation Council

I work as a Senior Counselor with IDVR and am committed to empowerment and equity, especially for underserved communities. With experience in both Pre-ETS and traditional VR, I understand the diverse needs of individuals at different vocational stages. Serving on the SRC will allow me to contribute to dialogue and improve services to help individuals with disabilities to achieve their rehabilitation goals. Outside of work, I volunteer with an adaptive snowsports organization, providing ski instruction to individuals with disabilities using adaptive techniques and assistive technology.

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

| | |
|----------------------------|---------------------------------|
| Name: <input type="text"/> | Term Date: <input type="text"/> |
| Name: <input type="text"/> | Term Date: <input type="text"/> |
| Name: <input type="text"/> | Term Date: <input type="text"/> |
| Name: <input type="text"/> | Term Date: <input type="text"/> |

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☒ No ☐ Yes If "Yes" please explain:

CFR 361.17(c)(1) Requires a majority of the Council members be individuals with disabilities. While your disclosure is voluntary, it would be a benefit to the Council in determining membership compliance.

Disability

☒ Yes ☐ No

Please attach a resume so that the Council may learn about employment history, educational background, group affiliations, community involvement and interests.

RETURN TO:
IDAHO STATE REHABILITATION COUNCIL
ATTN: Council Secretary
650 West State Street, Room 150
P.O. Box 83720
Boise, Idaho 83720-0096

Kara Whitehouse

Personal Summary

Certified Rehabilitation Counselor (CRC) with extensive experience across public service, corporate, and non-profit sectors. Committed to empowering underserved populations by providing tailored support, advocacy, and resource coordination. Adept at creating inclusive environments and rehabilitation plans that meet the unique needs of clients, leveraging diverse professional experiences to deliver comprehensive, client-centered care.

Education

2024 Master of Science in Rehabilitation Counseling
University of Massachusetts Boston

2018 Bachelor of Arts in Global Studies
Arizona State University
Magna Cum Laude

Work Experience

Idaho Division of Vocational Rehabilitation

Senior Vocational Rehabilitation Counselor (July 2021-Present)

- Conduct individualized assessments and develop tailored rehabilitation plans by evaluating clients' abilities, interests, and barriers to employment.
- Collaborate with healthcare providers and case managers to align treatment plans with vocational goals, while providing career counseling, job placement services, and workplace readiness training.
- Foster relationships with local employers to create job shadowing, internship, and long-term employment opportunities, while guiding clients to access education, training, and community resources.
- Advocate for workplace accommodations under ADA regulations and facilitate workshops on self-advocacy, problem-solving, and coping strategies to enhance employment success.
- Maintain accurate and compliant client records to ensure effective service delivery and adherence to regulatory standards.

Witco, Inc.

Program Specialist (January 2021-July 2021)

- Conducted job development and job placement services tailored for client's individual interests and needs
- Processed referrals for job seekers. Oversaw all parts of the process including placements, reporting, and billing
- Monitored client progress in job placements, ensured employers and clients expectations were being met
- Fostered working relationships with area employers, clients, and collaborative agencies
- Managed first-line supervisors and served as a team leader for the Boise division

Support Coordinator (May 2018-January 2021)

- Performed first-line supervisory duties including scheduling, payroll, annual performance evaluations, monitoring of deliverables, recruiting, interviewing, hiring, and training of new staff
- Outlined job support plans for participants with collected data
- Presented annual meetings with clients and their support staff to communicate client needs, employer needs, and recommendations for continued success.

Bank of America Merrill Lynch

Document Review Specialist (February 2005 - May 2018)

- Performed paralegal duties including organizing and managing documents, and the creation of spreadsheets and retrieval systems
- Demonstrated a strong attention to detail in reviewing legal documents relevant to regulatory investigations
- Served as a team leader in professional development programs to assist in conducting needs assessments to determine most effective training solutions
- Strengthened department efficiency by identifying and resolving issues associated with disorganized workflows
- Facilitated new-hire training classes throughout the country for new lines of business

Community Involvement

Boise Adaptive Snowsport Education, Volunteer Instructor (2023 - present)

- Provide adaptive ski and snowboarding lessons to individuals with diverse physical, cognitive, and sensory disabilities, promoting safety and inclusivity.

International Rescue Committee, Volunteer (2016 - 2021)

- Partnered with immigration attorney to organize and document client data
- Taught English language classes to preliterate refugees
- Guided groups of refugees on use of public transportation systems

Certifications

Certified Rehabilitation Counselor (CRC), 2024

Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), 2024

IDAHO STEM ACTION CENTER

SUBJECT

STEM School Designation Recommendations for 2025

REFERENCE

| | |
|---------------|---|
| April 2018 | Board approved STEM School Designation standards and the process for designating public schools and programs. |
| December 2018 | Board received an update from the STEM Action Center on the process for identifying schools for STEM School Designation and a general update on the activities of the STEM Action Center. |
| January 2019 | Board designated the first four Idaho STEM Schools: Barbara Morgan STEM Academy, Galileo STEM Academy, Temple View Elementary, and Bingham Academy. |
| February 2020 | Board designated two additional Idaho STEM Schools: North Idaho STEM Charter Academy and Southside Elementary. |
| August 2020 | Board approved updates to the STEM School Designation Standards |
| February 2022 | Board designated one additional Idaho STEM School: Basin Elementary. |
| February 2023 | Board approved 5 additional Designated STEM Schools: Project Impact STEM Academy, Columbia HS, Ernest Hemmingway STEAM School, JR Simplot Elementary, and Fernan STEM Academy |
| December 2023 | Board approves a revised, Idaho-developed set of Idaho Standards for STEM School Designation. |
| October 2024 | Board approved new application requirements in alignment with Board approved standards |

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4701, Idaho Code

BACKGROUND/DISCUSSION

Section 33-4701, Idaho Code, was enacted by the Legislature in 2017, establishing a STEM school designation to be earned by schools and programs that meet specific standards established by the State Board of Education (Board). Pursuant to Section 33-4701, Idaho Code, the Board is charged with awarding STEM school and STEM program designations annually to those public schools and public-school programs that meet the standards established by the Board in collaboration with the STEM Action Center.

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At the December 2023 Regular Board meeting, the Board approved a revised set of 9 Idaho Standards for STEM School Designation which had been developed in cooperation with a STEM AC working group comprised of Idaho STEM School administrators and select STEM education experts. These Idaho-centric standards ensure for greater alignment with the expectations called out in statute than had existed under prior frameworks. At the October 2024 Regular Board meeting, the Board approved new application requirements in alignment with the Idaho Standards for STEM School Designation.

In fall 2024, Idaho STEM Action Center began working with three schools who wished to seek designation in spring of 2025. Schools submit a self-assessment and application to Idaho STEM Action Center to verify that an on-site review is warranted. School site visits are conducted early spring, with the individual schools being recommended by committee to receive Idaho STEM School Designation upon State Board approval based on the Board approved application requirements that are in alignment with the Idaho Standards for STEM School Designation.

The MOSAICS Public School site visit was conducted February 25, 2025, with the review committee recommending STEM School Designation upon State Board approval. The STEM Action Center Board review was held on March 18, 2025, and approved MOSAICS Public School to be receive STEM School Designation by the State Board. In turn, the State Board approval is now required to designate MOSAICS Public School. Schools receiving this designation are eligible to receive funds from the STEM Action Center.

The Southside Elementary site visit was conducted March 3, 2025, with the review committee recommending renewal of their STEM School Designation upon State Board approval. The STEM Action Center Board review was held on March 18, 2025, and approved Southside Elementary to be renewed for STEM School Designation by the State Board. In turn, the State Board approval is now required to renew Southside Elementary. Schools receiving this designation are eligible to receive funds from the STEM Action Center.

The Bear Lake Middle School site visit was conducted February 25, 2025, with the review committee recommending STEM School Designation upon State Board approval. The STEM Action Center Board review was held on March 18, 2025, and approved Bear Lake Middle School to be receive STEM School Designation by the State Board. In turn, the State Board approval is now required to designate Bear Lake Middle School. Schools receiving this designation are eligible to receive funds from the STEM Action Center.

IMPACT

There is no fiscal impact to the Board. The STEM Action Center will award up to \$10,000 from its general fund appropriation in FY25 to each designated school that is within their first 5 years of designation, up to eight schools in FY25. Schools who have chosen to renew after their first 5 years will be awarded \$5,000 from

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STEM Action Center's general fund appropriation in FY25, for a total of 5 schools in FY25. The STEM Action Center is anticipating this annual \$10,000 or \$5,000 award for the duration of the designation, pending annual appropriation.

ATTACHMENTS

Attachment 1 – Idaho STEM School Designation Application Requirements
Attachment 2 – Idaho Standards for STEM School Designation
Attachment 3 – School Recommendation Rubric Scores

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-4701, Idaho Code:

- The Board shall award a school as a STEM Designated School that meet the standards established by the Board in collaboration with the STEM Action Center.
- The STEM Action Center Board moves to recommend annually to the State Board of Education for the award of a STEM school designation.
- STEM designations shall be valid for a term of five (5) years. At the end of each designation term, a school may apply to renew its STEM designation.

Staff Recommends Approval

BOARD ACTION

I move to approve the request by the STEM Action Center to designate MOSAICS Public School, a Charter School, located within the Caldwell School District Boundaries as a Designated STEM School for 2025-2029.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the STEM Action Center to renew to designate Southside Elementary in Lake Pend Oreille School District #84 as a Designated STEM School for 2025-2029.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the STEM Action Center to designate Bear Lake Middle School in Bear Lake School District #33 as a Designated STEM School for 2025-2029.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Idaho STEM School Designation Application Requirements

This document outlines the high-level application requirements for an eligible public school or public school program (STEM program) seeking to be awarded an Idaho STEM School Designation by the Idaho State Board of Education pursuant to Section 33-4701, Idaho Code. In compliance with this framework, Idaho STEM Action Center will develop internal policies, procedures, and processes for reviewing such applications and recommending STEM programs annually to the Idaho State Board of Education for formal designation.

I. Annual Application Cycle

1. INTENT NOTIFICATION

Deadline: On or Before May 31st of School Year PRIOR to the Review School Year

- STEM programs hoping to become designated or renew their designation will notify Idaho STEM Action Center by May 31 of the school/fiscal year prior to the year they hope to be reviewed/approved in (their review school year).

2. PORTFOLIO BUILDING & STEM PROGRAM SELF-ASSESSMENT

Targeted Timeframe: Summer/Fall of Review School Year

- Idaho STEM Action Center will provide the STEM program seeking designation access to an online platform to upload their application materials (as outlined in Section III of this document).
- These application materials will constitute a “review portfolio” by which Idaho STEM Action Center will assess the STEM program’s success in implementing the State Board-approved Idaho Standards for STEM School Designation.
- As the STEM Program builds its review portfolio, it will perform a self-assessment of the portfolio utilizing the review criteria developed and published by the Idaho STEM Action Center. This self-assessment will be submitted to the Idaho STEM Action Center as part of the application process.

3. PORTFOLIO READINESS CHECK

Targeted Timeframe: End of Fall/Early Winter of Review School Year

- Idaho STEM Action Center will do perform a high-level check of the STEM program’s review portfolio and self-assessment to ensure it is complete and appears sufficiently developed to warrant formal review.
- If ready, a review team will be assembled (as outlined in Section II of this document) and an on-site visit will be scheduled with the STEM Program.
- If the portfolio is deemed incomplete or obviously not-ready, formative feedback will be issued by the Idaho STEM Action Center. The STEM program will need to delay review until feedback can be implemented and/or necessary adjustments can be made.

4. **DESK REVIEW & ON-SITE VISIT**

Targeted Timeframe: Late Winter/Early Spring of Review School Year

- The review team will perform a desk review of the review portfolio to identify areas of interest, gaps in evidence, or questions that may still need clarified during the on-site visit.
- Basic feedback from the desk review will be given to the STEM program to provide a preparation focus for the review team's on-site visit.
- The on-site visit will occur, and the review team will determine an overall recommendation for/against designation in accordance with the State Board-approved Idaho Standards of STEM School Designation and the related review criteria developed and published by the Idaho STEM Action Center.

5. **IDAHO STEM ACTION CENTER RECOMMENDATION**

Targeted Timeframe: Mid-to-Late March of Review School Year

- Idaho STEM Action Center will prepare a final report summarizing the review team's findings and official recommendation regarding the STEM program's application.

6. **IDAHO STATE BOARD OF EDUCATION DESIGNATION**

Deadline: April of Review School Year, Regular Meeting of Idaho State Board of Education

- Idaho STEM Action Center will bring the approved recommendations to the Idaho State Board of Education for official designation.
- Awarded designations will be good for 5 full school years (pursuant Idaho Code § 33-4701), beginning when school starts in the coming Fall. However, a STEM program may publicly announce themselves as having achieved Idaho STEM Designation as soon as the Idaho State Board of Education votes to officially approve their designation.

7. **IDAHO STEM ACTION CENTER AGREEMENT & AWARD EXECUTION**

Deadline: By May 31 of Review School Year

- Idaho STEM Action Center will work with the STEM program's administrative/financial team to execute an agreement for the following school year, which will be renewable for up to the 5 years of designation.
- The agreement will entitle the STEM program to ongoing public recognition, financial support, and professional development resources from Idaho STEM Action Center (as allowed by available and appropriated funds).
- Under the agreement, the STEM program will be required to execute their submitted *Plan for STEM implementation* to the best of their ability and provide the Idaho STEM Action Center with any reasonable and appropriate data related to the implementation of Idaho Code § 33-4701, the State Board-approved Idaho Standards for STEM School Designation, or Idaho STEM Action Center fiscal reporting requirements.
- Failure to comply with the above requirements may, at the discretion of the Idaho STEM Action Center, result in a revocation of the benefits associated Idaho STEM Designation.

II. Required Review Team Composition

The review team will be composed of 5 individuals as described below:

- **1 staff representative from the Idaho STEM Action Center** (who shall be familiar with the STEM Designation process and capable of leading and training the review team)
- **1 staff representative from the Idaho State Department of Education** (who shall have relevant expertise in STEM-related K-12 instruction, assessment, and/or educational program evaluation)
- **1 staff representative from the Idaho Division of Career Technical Education** (who shall have relevant expertise in STEM-related K-12 CTE instruction, college & career readiness education, and/or educational program evaluation)
 - For reviews of STEM programs that exclusively serve elementary students, the applying STEM program may request that an alternative representative take this slot in place of a representative from the Idaho Division of Career Technical Education. In such cases, the Idaho STEM Action Center will fill this slot with an appropriate individual from one of the other groups identified in this section.
- **1 certified staff member representing the leadership team of a current STEM-designated program or school** (strong preference given to individuals who hold a current Teacher Leader and/or Administrator endorsements).
- **1 representative from a STEM-related industry, professional community, or higher-education partner** (who shall have relevant background, training, and/or substantial experience engaging with youth STEM programs and/or K-12 education) will also serve.
 - If an appropriate industry, professional community, or higher-education partner is not reasonably available to participate on the review team, the 5th member may be an additional individual from any of the groups listed above.

Exceptional Circumstances: Should exceptional circumstances necessitate it, a STEM Designation review may be conducted with fewer than 5 individuals serving on the review team, or without membership from one of the required groups listed above.

However, this exception must be approved by both the Executive Director of the Idaho STEM Action Center and the leadership team of the program being evaluated prior to the start of the desk review.

- The reason for the exception must be explicitly documented in the review team's final report and cited in the recommendations provided by the Idaho STEM Action Center to the Idaho State Board of Education.

Conflicts of Interest: All members of the review team must be free of any interests, commitments, or personal relationships that could reasonably affect their ability to evaluate the STEM program and its provided portfolio in an impartial and objective manner.

III. Required Review Submissions

As part of their application, all STEM programs will be required to submit a review portfolio that includes the items described in this section. The review team will assess the review portfolio utilizing the criteria and processes established and published by the Idaho STEM Action Center in alignment with the State Board-adopted Idaho Standards for STEM School Designation. Definitions and descriptions for each required item in the portfolio submission are also provided below.

Review Submission Definitions

Artifact: A document, file, record, picture, video, or other piece of media (or a related and intentionally curated collection of such) submitted as a single, cohesive unit to serve as evidence of meeting some aspect of a standard.

- If multiple files or documents are meant to work together in support of a single claim or to demonstrate the same aspect of a given standard, they should be submitted together as a collection, serving as a single artifact.

Narrative: A persuasively written statement intended to make a compelling case for how a program is meeting a given standard and to provide specific context for how each submitted artifact supports that case.

- An effective narrative will intentionally address each submitted artifact. It will also draw specific connections between the artifacts and the related standard's rubric descriptors.
- The goal of the narrative is to make it indisputably clear to the review team that the standard is being met and that sufficient evidence has been provided to support that claim. It is recommended to be extremely explicit and leave as little up to interpretation by the review team as possible. In the absence of solid evidence for an aspect of a standard (either from artifacts or the on-site review), the review team will be forced to assume that there is no supporting evidence that aspect and score accordingly.

Portfolio: The organized collection of narratives, artifacts, and additional information assembled by a program to demonstrate that they are meeting the requirements laid out in Idaho Code § 33-4701 and each of the nine (9) State Board-approved Idaho Standards for STEM School Designation. This portfolio will be collected via an online, digital portal and assessed by the review team as part of an official STEM Designation Review led by the Idaho STEM Action Center.

- Contributions to the portfolio can (and, ideally, should) come from all staff within a program, but it is the responsibility of the program's STEM leadership team to assemble the portfolio.
- The portfolio will be considered by the review team, alongside evidence gathered during the on-site visit, to determine the final recommendation regarding STEM Designation.

Review Portfolio Submission Requirements

Plan for STEM Implementation / Program Strategic Plan – Pursuant Idaho Code § 33-4701(3)(c), all programs applying for Idaho STEM Designation must “adopt a plan of STEM implementation that includes, but is not limited to, how the school and district integrate proven best practices into non-

STEM courses and practices and how lessons learned are shared with other schools within the district and throughout the state.”

- The exact structure and length of this document is left to the discretion of program leadership. However, it should at a minimum include:
 1. A statement of the program’s mission and values/philosophy
 2. Specific goals for the next 5 years, related to the implementation of STEM program-wide and the integration of STEM best practices into traditionally non-STEM areas.
 3. A plan of action articulating how the program will work towards accomplishing those goals and share their successes/lessons learned with other programs over the next 5 years.
 4. Information on how and when this plan was formally adopted by program, school, and/or district leadership.
- So long as the above items are fully addressed, this requirement may be met through the submission of an existing school or district planning document. There is no expectation that a unique document be created specifically for achieving STEM designation if all the information already exists within another official document prepared by/for the program.

In addition, for each of the nine Idaho Standards for STEM School Designation, a program must submit the following to the Idaho STEM Action Center for formal consideration by the review team:

One (1) Narrative – 100 words minimum, 500 words maximum

- The narrative should address any aspect of the standard not explicitly demonstrated by the submitted artifacts for that standard and articulate how relevant evidence may be gathered during the on-site visit.

Three (3) to Six (6) Artifacts – The total collection of artifacts for a given standard should ideally attempt to address all aspects of that standard.

- At least one (1) artifact must come from the review school year, with the intention of demonstrating current performance.
- At least one (1) artifact must come from the two (2) years preceding the review school year, with the intention of demonstrating consistency and/or growth over time.
- Although it is a separate submission requirement (detailed above), the program’s *Plan for STEM Implementation*—or a subsection of said plan—may serve as an artifact for any/all of the standards (if noted appropriately in the STEM program’s review portfolio).

Idaho Standards for STEM School Designation

An Idaho STEM designated program or school will demonstrate clear and convincing evidence of meeting the following standards in a consistent and systematic manner:

- 1) **STEM Learning:** Learners actively engage with STEM instruction and curricular resources that focus on problem-solving, collaborative project-based learning, and the engineering design process.
- 2) **STEM Instruction:** Staff members strategically integrate evidence-based STEM practices into all disciplines, fostering cross-curricular connections and enhancing the overall educational experience for learners.
- 3) **Professional Development:** Staff members and leaders engage in relevant professional learning opportunities that are designed to enhance their skills and knowledge in STEM education.
- 4) **Community Engagement:** Staff members and leaders regularly engage families and community partners to foster a thriving STEM environment.
- 5) **Assessment:** Learners primarily showcase their understanding through performance-based assessments that emphasize practical application and/or real-world relevance, and are given regular opportunities to engage in reflective self-assessment.
- 6) **College & Career Readiness:** Learners engage in college and career exposure, exploration, and advising opportunities that build durable skills in preparation for subsequent opportunities.
- 7) **Technology & Resources:** Staff members and leaders integrate technology and physical resources to support and enhance STEM instruction.
- 8) **Knowledge Exchange:** In partnership with the broader STEM community and the Idaho STEM Action Center, staff members and leaders share knowledge of best-practices and provide innovative professional development.
- 9) **Fairness & Access:** Staff members and leaders support all learners, including nontraditional and historically underserved student populations in STEM program areas.



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FY25 STEM School Designation Evaluations

In the following documents you will see the rubric scores for the 3 schools (MOSAICS Public School, Southside Elementary, and Bear Lake Middle School) who went through the State Board approved application requirements to become a STEM Designated School.

Each school was scored based off 9 State Board approved standards, and rubrics. The Idaho Standards for STEM School Designation state that a school or program must demonstrate clear and convincing evidence of meeting the approved standards “in a consistent and systematic manner.”

As such, the review process involves scoring each standard on how ***systematically*** and ***consistently*** it is being implemented. These are the two ***criteria*** that make up the rubric for each standard. Each standard criteria are scored out of an 8 with a required score of 6 to *pass* a standard.

With any new process, there will be areas identified that may need adjustments within the rubrics. The review team reserved the right to *pass* a school if a specific standard was shown during the site visit to be addressed and met even if the rubric score was below the required 6 to pass.



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MOSAICS Public School
Public Charter within Caldwell School District Boundaries

| Standard | Systematically | Consistently |
|--|----------------|--------------|
| 1) STEM Learning: Learners actively engage with STEM instruction and curricular resources that focus on problem-solving, collaborative project-based learning, and the engineering design process. | 7.5 | 6.5 |
| 2) STEM Instruction: Staff members strategically integrate evidence-based STEM practices into all disciplines, fostering cross-curricular connections and enhancing the overall educational experience for learners. | 6.0 | 6.0 |
| 3) Professional Development: Staff members and leaders engage in relevant professional learning opportunities that are designed to enhance their skills and knowledge in STEM education. | 5.5 | 6.0 |
| 4) Community Engagement: Staff members and leaders frequently engage families and community partners to foster a thriving STEM environment. | 8.0 | 6.0 |
| 5) Assessment: Learners primarily showcase their understanding through performance-based assessments that emphasize practical application and/or real-world relevance, and are given regular opportunities to engage in reflective self-assessment. | 7.0 | 6.0 |
| 6) College & Career Readiness: Learners engage in college and career exposure, exploration, and advising opportunities that build durable skills in preparation for subsequent opportunities. | 6.0 | 6.0 |
| 7) Technology & Resources: Staff members and leaders integrate technology and physical resources to support and enhance STEM instruction. | 7.0 | 6.0 |
| 8) Knowledge Exchange: In partnership with the broader STEM community and the Idaho STEM Action Center, staff members and leaders share knowledge of best-practices and provide innovative professional development. | 6.0 | 6.0 |
| 9) Fairness & Access: Staff members and leaders support all learners, including nontraditional and historically underserved student populations in STEM program areas. | 6.0 | 7.0 |

NOTE: Standard 3 with a 5.5 systematically score. The review team felt that the school still met the intent of the standard through their ongoing professional development opportunities.



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Areas of Strength:

- The school makes it a focus to make sure that every student has access to STE(A)M opportunities. They have structured their K-8 school day to make sure all students have access to STEM opportunities, and no student has to be plugged into afterschool opportunities or opportunities outside of the normal school day to access the learning.
- There is a sense of all students attending the school are “our” kids no matter the circumstances.
- Created a partnership for after the students leave the charter, to make sure they continue to have a rich STE(A)M education as they enter high school.

Growth Opportunities:

- While the school is very data-driven, professional development does not seem to always align with pre-determined goals.
- Industry partnerships can expand and grow. There is a lot of potential around growing industry partnerships outside of direct families and community members.
- Work with the surrounding community to try to bring a similar demographic to the school that mirrors the community they are in.



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Southside Elementary
Lake Pend Orielle School District

| Standard | Systematically | Consistently |
|---|----------------|--------------|
| 1) STEM Learning: Learners actively engage with STEM instruction and curricular resources that focus on problem-solving, collaborative project-based learning, and the engineering design process. | 7.5 | 7.0 |
| 2) STEM Instruction: Staff members strategically integrate evidence-based STEM practices into all disciplines, fostering cross-curricular connections and enhancing the overall educational experience for learners. | 6.0 | 6.0 |
| 3) Professional Development: Staff members and leaders engage in relevant professional learning opportunities that are designed to enhance their skills and knowledge in STEM education. | 7.5 | 6.0 |
| 4) Community Engagement: Staff members and leaders frequently engage families and community partners to foster a thriving STEM environment. | 7.0 | 8.0 |
| 5) Assessment: Learners primarily showcase their understanding through performance-based assessments that emphasize practical application and/or real-world relevance and are given regular opportunities to engage in reflective self-assessment. | 6.0 | 6.0 |
| 6) College & Career Readiness: Learners engage in college and career exposure, exploration, and advising opportunities that build durable skills in preparation for subsequent opportunities. | 8.0 | 8.0 |
| 7) Technology & Resources: Staff members and leaders integrate technology and physical resources to support and enhance STEM instruction. | 7.5 | 7.5 |
| 8) Knowledge Exchange: In partnership with the broader STEM community and the Idaho STEM Action Center, staff members and leaders share knowledge of best-practices and provide innovative professional development. | 7.0 | 8.0 |
| 9) Fairness & Access: Staff members and leaders support all learners, including nontraditional and historically underserved student populations in STEM program areas. | 6.0 | 7.5 |



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Areas of Strength:

- Successful implementation of in-school and after-school opportunities to enhance learning.
- Adaptable and flexible in meeting students' needs.
- Career exploration activities introduce learners to various STEM professions, fostering early interest in STEM pathways.
- Programs focus on building durable skills such as critical thinking, communication, and teamwork to prepare students for future opportunities.

Growth Opportunities:

- Provide consistent training on acronyms to ensure students understand them and use a uniform set across all areas.
- Increase the use of formative assessments alongside summative assessments to better track student progress.
- Develop clear rubrics for research-based assessments to provide structured expectations.
- Address teacher retention challenges, recognizing that turnover rates can be difficult to control but impact student learning.



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Bear Lake Middle School
Bear Lake School District

| Standard | Systematically | Consistently |
|--|----------------|--------------|
| 1) STEM Learning: Learners actively engage with STEM instruction and curricular resources that focus on problem-solving, collaborative project-based learning, and the engineering design process. | 7.5 | 7.5 |
| 2) STEM Instruction: Staff members strategically integrate evidence-based STEM practices into all disciplines, fostering cross-curricular connections and enhancing the overall educational experience for learners. | 7.5 | 5.5 |
| 3) Professional Development: Staff members and leaders engage in relevant professional learning opportunities that are designed to enhance their skills and knowledge in STEM education. | 6.0 | 6.0 |
| 4) Community Engagement: Staff members and leaders frequently engage families and community partners to foster a thriving STEM environment. | 6.5 | 6.5 |
| 5) Assessment: Learners primarily showcase their understanding through performance-based assessments that emphasize practical application and/or real-world relevance, and are given regular opportunities to engage in reflective self-assessment. | 6.0 | 6.0 |
| 6) College & Career Readiness: Learners engage in college and career exposure, exploration, and advising opportunities that build durable skills in preparation for subsequent opportunities. | 6.0 | 6.0 |
| 7) Technology & Resources: Staff members and leaders integrate technology and physical resources to support and enhance STEM instruction. | 4.5 | 4.0 |
| 8) Knowledge Exchange: In partnership with the broader STEM community and the Idaho STEM Action Center, staff members and leaders share knowledge of best-practices and provide innovative professional development. | 6.0 | 6.0 |
| 9) Fairness & Access: Staff members and leaders support all learners, including nontraditional and historically underserved student populations in STEM program areas. | 7.0 | 6.5 |

NOTE: Standard 7 with a 4.5 for systematically and 4.0 for consistently. The review team saw technology & resources used throughout, but the rubric language didn't properly display this.



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Areas of Strength:

- Staff members engage in ongoing professional development opportunities, ensuring they stay informed about innovative teaching strategies and STEM advancements.
- Frequently engages families and community partners, creating meaningful connections between STEM learning and real-world applications. These partnerships support student mentorships, guest speakers, and hands-on STEM experiences that extend learning beyond the classroom.
- Students are provided with opportunities to explore STEM careers through exposure and advising programs.
- Students engage in hands-on, problem-solving activities that emphasize collaborative learning and the engineering design process.

Growth Opportunities:

- Structured professional development to strengthen foundational STEM literacy.
- Developing a systematic process for tracking STEM growth and effectiveness could support this effort.
- The engineering design process is visible but an opportunity to continue to deepen understanding among all educators and students.
- Technology is available, but there may be more opportunities to integrate it fully into everyday STEM learning. With some targeted professional development, educators can make better use of the available technology to enhance instruction.