

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 21, 2018**

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1	COLLEGE OF SOUTHERN IDAHO-BACHELOR OF ARTS IN EDUCATION	Motion to Approve
2	COLLEGE OF SOUTHERN IDAHO - BACHELOR OF APPLIED SCIENCE, ADVANCED FOOD TECHNOLOGY	Motion to Approve
3	BOARD POLICY III.C. GRADUATE MEDICAL EDUCATION – FIRST READING	Motion to Approve
4	BOARD POLICY III.E. CERTIFICATES AND DEGREES – FIRST READING	Motion to Approve
5	BOARD POLICY III.Y. ADVANCED OPPORTUNITIES – FIRST READING	Motion to Approve
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JUNE 21, 2018

COLLEGE OF SOUTHERN IDAHO

SUBJECT

Bachelor of Arts in Education

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G
Section 33-107(8) and Section 33-2107A, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

The proposed Bachelor of Arts in Education aligns with the State Board of Education's Idaho K-20 Public Education Strategic Plan for FY2019 through 2024. There is strong evidence from the field that many of our students are place-bound and have limited financial resources. According to the College of Southern Idaho's Office of Institutional Research, 61.4 percent of our students qualify for a Pell grant.

"Place still matters; in fact, the majority -57.4 percent- of incoming freshman attending public four-year colleges enroll within 50 miles from their permanent home." Education Deserts: The Continued Significance of "Place" in the Twenty-First Century

Goal 2 (Educational Attainment), Objective C (Access). The proposed Bachelor of Arts in Education is accessible to all Idaho students but particularly benefits the students in Region IV who may be place-bound and need **access** to affordable tuition. The proposed degree allows for **re-integration of adult learners, including veterans**, into the education system because of the **shortened time to completion** (3 years), **affordable tuition**, and the ability to remain close to home and family.

Goal 2 (Educational Attainment), Objective A (Workforce Alignment). Teacher education is a workforce initiative, and Region IV has experienced multi-year and severe teacher shortages (2017 Teacher Pipeline Report). In this regard, teacher preparation at the baccalaureate degree level responds specifically to the community college mission to train the workforce in a critical area.

BACKGROUND/DISCUSSION

The College of Southern Idaho (CSI) is responding to a workforce need in its area of service, Region IV. The 2017 Teacher Pipeline Report demonstrates the circumstances existing in Region IV regarding a teacher shortage. All traditional education programs in the state, combined, produce an average of 846 completers per year who qualify for Idaho teacher certification. Based upon the growth in our region combined with the average attrition rate, Region IV has a need for 370 teachers annually or 44% of the total number of teachers produced across Idaho. Over the last five years, CSI has graduated 283 Associate of Arts in Education with only 49 completing a Bachelor's degree (2017 Teacher Pipeline Report). The impact to the school districts in Region IV is crippling. According to the 2017 Teacher Pipeline Report 42.56% of Region IV

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schools fell into the categories of “Could not fill all vacancies and had to or anticipate having to hire non-certified staff,” the highest percentage in the state. There are prompts from stakeholders, school districts, legislators, superintendents, and students within our region, all asking CSI to deliver a baccalaureate degree in education. On March 21, 2018, the Region IV Idaho School Superintendents Association voted unanimously to support CSI efforts to develop a Bachelor of Arts in Education. The letters of request for service and support can be viewed on pages 26-32 of the program proposal (Attachment 1).

In some cases, the geography and demographics of the region can lead to difficulty for the four-year Idaho colleges and universities to respond with a physical presence in the Magic Valley. The proposed Bachelor of Arts in Education is accessible to all Idaho students but particularly benefits the students in Region IV who may be place-bound and need access to affordable tuition. The proposed degree allows for re-integration of adult learners, including veterans, into the education system because of the shortened time to completion (3 years), affordable tuition, and the ability to remain close to home and family.

Overlaying this unique proposal are two matters. One is Board policy regarding service regions, and the second is the fact that this is a break with Idaho's practice of community college's offering only two-year degrees and certificates; CSI's proposal would be the first community college baccalaureate degree offered in Idaho.

In the first case, while authorized in Section 33-2107A, Idaho Code, it predates subsequent Board Policy III.Z (specifically III.Z.2.b.ii.1 regarding Academic Service Regions). Per III.Z, ISU is currently the Designated Institution to offer undergraduate degrees in Region IV. However, Region IV's teacher shortage crisis may indicate that ISU programs have not adequately fulfilled that mission. In the second case, the community college baccalaureate degree is not new nationally with over 20 states offering such degrees, but it would be new to Idaho.

CSI's proposal is a departure from existing teacher education programs at the public four-year schools in Idaho and is designed to operate at no additional cost to the state. Students would pay up to 20% less than current programs at the four-year institutions. The proposal is focused on teacher education as a workforce need in Region IV, CSI's service region. It is an attempt to redefine teacher preparation with a low-cost, quality, apprenticeship model that can be completed in three years. It is designed specifically in collaboration with Region IV school districts, all of which are classified as rural, and which are the most dramatically understaffed with qualified teachers in Idaho.

IMPACT

The impact to the school districts in Region IV would be significant in addressing the teacher shortage. The proposed model is one of shortened time to completion (3 years of fall, spring, summer) at an affordable cost (projected at up to 20% less

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than Idaho public institution costs) including the possibility of articulated paid apprenticeship options with school districts designed to defray educational costs. This will also enhance credit-bearing practical training for students. The proposal addresses place-bound learners and encourages regional students to stay and learn. In this way, the proposal also seeks to encourage program completers to work in rural schools where the need is great.

ATTACHMENTS

Attachment 1 – Proposal - Bachelor of Arts in Education
Attachment 2 – Fact Summary

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STAFF COMMENTS AND RECOMMENDATIONS

The proposed Bachelor of Arts in Education is listed in CSI's draft Three-Year Plan, which is scheduled for approval at the Board's August meeting with a proposed implementation date of Fall 2019. As provided in Board Policy III.Z, no institution maintains statewide program responsibility for education programs. Each institution has a service region program responsibility consistent with Board Policy III.Z to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned service region. Currently, community colleges are not included in the Academic Service Regions for the responsibility of offering undergraduate (baccalaureate) degrees. Proposed amendments in Board Policy III.Z will be considered by the Board at the June meeting to include community colleges as sharing responsibility in the Academic Service Regions alongside four-year institutions in order to meet undergraduate program needs.

CSI has identified a need in Region IV for teacher educator programs, specifically a BA in Education focusing on elementary education. Currently, Idaho State University offers a BA and BS in Elementary Education through a combination of online and traditional classroom delivery in Region IV, which is currently ISU's service region responsibility for undergraduate program delivery.

Institution	Program	CIP Code	Degree	Location	Regional/Statewide Responsibility	Method of Delivery
CSI	Education, Elementary	13.1202	AA	CSI Campus	Regional	Traditional with some portion avail online and/or online exclusively
ISU	Elementary Education	13.1202	BA, BS	CSI Campus	Regional	Hybrid
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	CSI Campus	Regional	Hybrid

The proposal completed the program review process and was shared with the Council on Academic Affairs and Programs (CAAP) on May 24, 2018; with the Committee on Instruction, Research, and Student Affairs (IRSA) on June 7, 2018.

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Staff recommends the Board consider the workforce needs demonstrated in the proposal, and address how this may best be met either exclusively through the College of Southern Idaho or in a strengthened delivery model shared in partnership with Idaho State University. The Board should offer careful consideration of the proposal as it will help define the mission scope envisioned for community colleges. Staff will evaluate and update Board Policy III.Z as needed so as to ensure it conforms with the role and responsibility the Board intends for state community colleges to serve.

BOARD ACTION

I move to approve the request by College of Southern Idaho to create a new program that will award a Bachelor of Arts in Education in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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

Rationale for Creation or Modification of the Program

- 1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

This will be a new program, building upon CSI's current Associate's Degree in Education that has been in place for over three decades. There will also be program coherence and overlap as CSI launches the SBOE-approved "Mastery-Based Pathway to Teaching" which will prepare Content Specialists and provide Alternative Authorization to Certification. CSI is well positioned to offer this type of program because it currently provides education courses to prepare teachers, enjoys robust partnerships with school districts in Region IV, and is situated in the middle of the region of the state most impacted by teacher shortages according to the Idaho State Board of Education's 2017 Teacher Pipeline Report.

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

The program will meet student need by being more accessible and cost effective than the degree programs in education that are currently available. Because accessibility to a teacher preparation program will increase the number of candidates able to complete a BA in education, CSI will be able to begin addressing the critical teaching shortage in Region IV.

- a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

Elementary Ed/Early Childhood

Elementary Ed with a middle school certification.

Secondary Education degrees in Math and ELA (Language Arts)

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	Projected demand for new teachers based upon growth in Region IV: 1% annually or 23 teachers every year.		ISBE Teacher Pipeline Report Attrition Rate of Teachers in Region IV: Average of 15% annually or 347 teachers every year.
State			
Nation			

As reported in the Idaho State Board of Education's Teacher Pipeline Report, in 2015-16 8% of the teachers employed in Region IV were on some form of alternative route to certification. Alternative certifications generally denote an emergency hire. However, the percentage of teachers on some form of interim certificate has increased in every region over the last two years, and in Region IV the number of alternative authorizations doubled from FY15 to FY16.

All traditional programs combined produce an average of 846 completers per year who qualify for Idaho teacher certification. Based upon the growth in our region combined with the average attrition rate, Region IV has a need for 370 teachers annually or 44% of the total number of teachers produced across Idaho. CSI believes strongly that it will be fully prepared to assist in the production of well-trained, well-supported teachers in meeting this need. Current Idaho Colleges of Education cannot meet this demand.

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey was used, please attach a copy of the survey instrument with a summary of results as Appendix A.

The population from which CSI hears the greatest demand, and will most likely serve, are students who participate in our AA Education program. From FY11 through FY16, CSI conferred 283 Associates degrees in education. In almost all cases, these students expressed a desire to continue in education. Though many of our students are non-traditional students, often place-bound for this and other reasons, 159 of CSI's completers transferred to an Idaho institution to continue toward a BA. Of these 159, only 49 went on to complete a degree in education and earn teacher certification in Idaho. Therefore, of the total population of CSI completers eligible to earn a teaching certificate with only two additional years of coursework, only 14% met that goal. We believe that with the strong pledges of partnerships we've received from our community and our school leaders, we can triple that figure within the first five years of operating a bachelors program.

(Appendix 1. Letters of Support).

- c. **Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.
- d. **Societal Need:** Describe additional societal benefits and cultural benefits of the program.

Over the last five years 283 CSI Education graduates have transferred to state Universities, of those, 49 actually earned a teaching certificate. Based on data from Idaho State Board of Education's 2017 Teacher Pipeline Report, Region IV actually needs 347 new teachers a year. The lack of qualified teachers has a direct correlation to high numbers of teacher on Alternative Authorizations. (See appendix 2 – Pipeline Summary)

“Education is the most powerful weapon which you can use to change the world.”
Nelson Mandela

e. If Associate’s degree, transferability:

- 3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered by Idaho public institutions (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Boise State University	Bachelors/Certification	
Idaho State University	Bachelors/Certification	
Lewis Clark State College	Bachelors/Certification	
University of Idaho	Bachelors/Certification	
Brigham Young University - Idaho	Bachelors/Certification	
Northwest Nazarene University	Bachelors/Certification	
College of Idaho	Bachelors/Certification	
Nevada Great Basin College	Bachelor’s in Education	

- 4. Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Two compelling factors show this program will be of service to the citizens of Region IV: First, the Superintendents and other education leaders in the region have implored the College of Southern Idaho to establish a local teacher preparation program. Such a program would not only serve our many rural districts seeking to “grow their own” teachers but would also provide a valuable local resource and education partner in addressing the region’s education needs. At the March 2018 Region IV Superintendent’s meeting, a unanimous vote was taken to support CSI’s efforts to offer a four year education degree. (See Appendix 3. Letter of Support dated March 22, 2018 prepared by the President of Region IV ISSA).

We also have strong evidence that many of our current students and those who complete our AA in education are place-bound and have limited financial resources. (Appendix 4) Of the 283 candidates who completed CSI’s education associates degree over the last five years (developed to be a springboard for ISU’s bachelor’s certification program) only 49 graduated with an education degree. Feedback received from the field indicates that inflexible course rotations, location, and credit costs are the most common reasons CSI students transferring to ISU do not graduate. CSI believes the partnership with our local districts will yield much higher graduation rates and begin to positively impact the critical need for educators in Region IV. (Appendix 1 & 5 Student Survey and Past CSI Graduate Survey)

- 5. Describe how this request supports the institution’s vision and/or strategic plan.**

The College of Southern Idaho’s mission includes the following goals and objectives that align with the request for a Teacher Certification program on our campus:

GOAL 1: COMMUNITY SUCCESS As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

Objective A: Strengthen the social fabric in the communities we serve.

Objective B: Cultivate economic partnerships across the communities we serve.

Objective C: Meet the workforce needs of the communities we serve.

GOAL 2: STUDENT SUCCESS As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

- Objective A: Foster participation in postsecondary education.
- Objective B: Reinforce a commitment to instructional excellence.
- Objective C: Support student progress toward achievement of educational goals.
- Objective D: Provide evidence of achievement of student learning outcomes.
- Objective E: Offer opportunities for student engagement that go beyond the classroom.

The college is committed to both student and community success. The establishment of a Teacher Certification Program allows the college to strengthen social ties in the community and cultivate economic partnerships while providing the workforce needs of Region IV school district employers and our community.

CSI will also commit to the same level of excellence in educational practices extant in all our programs. CSI will use data to constantly improve and monitor the program much as it does for all workforce programs, measuring retention, completion, and post-graduation employment statistics.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The Standards Committee of the Professional Standards Commission (PSC) will conduct initial review of the Teacher Certification Program. Upon conditional approval, a full review of the program will be conducted just prior to the graduation of the first cohort of degree-completers. A PSC team will then review the program every third year to ensure quality and maintenance of state and national performance standards. In addition, CSI will be required to report all mandatory data to the State Board of Education through the Educator Preparation Performance Measures reporting requirements every year.

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

NIA

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes No

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

January 2019

9. Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.

Yes X No

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. Describe why the proposed program is not on the institution's five-year plan.

When did consideration of and planning for the new program begin?

Preliminary discussions with local school district employers, ISU, and OSBE began over a year ago, followed by exploratory conversations with local legislators. The need was confirmed with the 2017 Teacher Pipeline Report. The College of Southern Idaho Board of Trustees was informed of the possibility of this proposal in early 2017, and the College of Southern Idaho Curriculum Committee approved the proposal in its February 2018 meeting. In the March 2018 Board of Trustees meeting, the CSI Board unanimously approved this proposal. This proposal was added to the five-year plan submitted to OSBE in March 2018.

33-2107A. Establishment and operation of third and fourth year college curriculum in community college districts.

The board of trustees of a community college district of an urban area, upon filing with the state board of education a notice of intent to exercise the powers herein granted, shall thereafter be authorized and empowered to organize and operate an upper division consisting of the third and fourth years of college curriculum with powers to grant baccalaureate degrees in liberal arts and sciences, business and education. Upper division courses and programs are subject to approval pursuant to section 33-107(8), Idaho Code. The operation of the community college and the upper division shall be kept separate; however, the joint use of facilities is authorized provided a proper cost allocation is made.

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

(8) Approve new courses and programs of study to be offered at community colleges organized pursuant to chapter 21, title 33, Idaho Code, when the courses or programs of study are academic in nature and the credits derived therefrom are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree, and when the courses or programs of study have been authorized by the board of trustees of the community college.

b. Describe the immediacy of need for the program. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

K-12 students in Region IV continue to have less access to highly effective teachers as evidenced by the number of teachers serving on alternative certificates throughout the region. Overwhelming research indicates that strong teachers impact student learning. The high rates of attrition in Region IV have resulted in a number of classrooms being led by untrained individuals, putting Region IV students at a greater risk than others around the state. According to the State Board of Education’s 2017 Teacher Pipeline Report, the percentage of uncertified teachers in charge of classrooms doubled in one year:

Table 1. Alternative Authorizations by Type and Region (Idaho State Department of Education)

2014-2015	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of teachers
Region 1		1	6	24		2%
Region 2	1	5	3	16		3%
Region 3	28	23	41	84		3%
Region 4	9	10	35	37		4%
Region 5	4	9	15	21		4%
Region 6	12	7	36	32		4%
Charter schools	11	5	23	30		7%
Total	65	60	159	244		
2015-2016	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of teachers
Region 1	2	22		29		3%
Region 2		16		22		5%
Region 3	41	106		72	14	4%
Region 4	26	102		38		8%
Region 5	7	50		24		6%
Region 6	30	57		34		5%
Charter schools	13	46		23		8%
Total	119	399	0	242	14	

2017 Teacher Pipeline Report

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution’s regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

A Teacher Certification Program is a direct response to the specific workforce and industry need in Region IV. The region has the largest number of alternate authorizations in the state and the greatest number of classrooms with no teacher in place when the semester begins. The shortage in Region IV has moved past very specific endorsement areas into the most common areas, which include elementary educators. With this region expecting growth in the near future, we are in a challenging position with a lack of teachers to provide our students the opportunities they deserve.

- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

This program is based on a proposed budget (attached) that will be paid for by the tuition and fees of the students.

- iii. Is there a contractual obligation or partnership opportunity to justify the program?

The Region IV superintendents are willing to provide potential teachers the opportunity to complete this type of program and are supportive of the proposed programs and the recommended proximity of the support. (See Appendix 3. Support letters)

- iv. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

No, this program proposal is in direct response to the workforce needs of the community we serve and therefore, consistent with the CSI Mission.

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program 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.	84
Credit hours in required courses offered by other departments:	36
Credit hours in institutional general education curriculum	36
Credit hours in free electives	0
Total credit hours required for degree program:	120

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

This program requires evidence of practice that is aligned to the Idaho Core Teaching Standards and the state's evaluation/performance standards, the Framework for Teaching. A fuller description of the types of assessments are outlined below. (See Appendix 5. Idaho Core Teaching Standards)

11. Program Intended Learning Outcomes and Connection to Curriculum.

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

Candidates will show proof of performance in all the Idaho Core Teaching standards, the primary requirement of Idaho Teacher Certification. (See Appendix 5. Idaho Core Teaching Standards)

12. Assessment plans

- a. **Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

This program will be subject to CAEP accreditation, State of Idaho program reviews, and the Program Performance Standards established by the Idaho State Board of Education. The program will also adhere to the CSI outcomes assessment standards.

- b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

The assessment findings each year will be used by the department to enhance curriculum, construct new teaching methods or practices, and to develop plans for students (currently employed) to complete the program while working full time as an educator in the field

- c. **Measures used.** What direct and indirect measures will be used to assess student learning?

All candidates must pass the content, pedagogy, and performance assessments as required by IDAPA 08.02.02.

Assessments will require candidates to upload products of their practice for external review and scoring.

Scorers will review each of the five performance assessments anonymously to determine a “pass” or “no pass” score. Unsuccessful attempts will be returned to candidates with appropriate feedback. Sample performance evidence for each module/assessment is also noted in Attachment A. Passing each of the five assessments associated with the five teaching clusters will serve as proof of pedagogy and meet the requirements of the Idaho Core Teaching Standards.

At that point, if a candidate has also passed the appropriate Praxis II test (verifying appropriate content knowledge regardless of degree area) to prove content competency, he/she will be evaluated by a trained supervisor to complete the Common Summative Assessment (Danielson Framework) required of all teacher candidates. This assessment serves as proof of performance and qualifies the candidate to move from interim certification to full standard certification.

d. Timing and frequency. When will assessment activities occur and at what frequency?

As listed above, per IDAPA 08.02.02.

Enrollments and Graduates

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

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY__ 12-13	FY__ 13-14	FY__ 14-15	FY__ 15-16	FY 12-13	FY_ 13-14	FY__ 14-15	FY__ 15-16
BSU	384	297	314	380	182	185	196	172
ISU	266	250	261	394	130	95	76	92
UI	150	172	166	192	*	*	108	99
LCSC	116	142	116	122	48		48	49

*Completer numbers reported to Title II were determined to be inaccurate, and updated numbers were not available.

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

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: BA Education											
Projected Fall Term Headcount						Projected Annual Number of Graduates					
Enrollment in Program						From Program					
FY__	FY	FY__	FY__	FY__	FY__	FY__	FY__	FY__	FY__	FY__	FY__
19-20	20-21	21-22	22-23	23-24	24-25	19-20	20-21	21-22	22-23	23-24	24-25
AA Cohort	20	18					18				
Cohort 1	35	33	31					31			
Cohort 2		35	33	31					31		
Cohort 3			35	33	31					31	
Cohort 4				35	33						31
Cohort 5											

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

CSI has existing graduates who have indicated they will enroll in the program in its first year. In an effort to be conservative, we have assumed that twenty will enroll the first year and that normal attrition will allow for 18 to graduate.

CSI also assumes that we will start a cohort of 35 students every Fall and that normal attrition will allow for 31 graduates at the end of year three.

- 16. Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

The education program could continue with as few as twenty-five students each Fall. The basis for this number is related to the cash flow produced from their tuition and program fees. The direct cost associated with the program; mentoring, instructional supplies, etc. can be adjusted downward with

the number of students. Fewer students in classrooms also reduced indirect costs such as building maintenance and operations, percent of cost from student services, IT, and administrative costs.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

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

The College has physical space and appropriate resources to accommodate the new program.

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

The College has physical space to accommodate the new program.

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

Two new computers will need to be purchased.

18. Library resources

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

The Director of the CSI Library reviewed the inventory of existing Education databases, books, and e-books and compared the list with those of the state universities and found them comparable. The Director did suggest that the college invest \$5,000 to add additional e-books to the current selection, accordingly \$5,000 annually was added to the budget for years one and two with \$10,000 added thereafter.

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

\$5,000 was added to the budget to purchase additional Education e-books.

19. Personnel resources

- a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be

needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

The twenty existing AA graduates will enroll in courses that occur in the junior level curriculum that will be taught by existing Ph.D. faculty. A new instructor will also be hired in the first year to teach the sections our existing instructor will leave and to add capacity for the 35 students in the Fall cohort. During the second year when two cohorts are enrolled, the college will hire a second instructor and reallocate the time of an additional Ph. D. prepared instructor.

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

The existing faculty are as follows:

Meyerhoeffer, Dr. Tracey J

B.S. (University of Idaho); M.S. (Boise State University); Ph.D. (University of Idaho); Professor of Education, 1998.

Neff, Ellen L

A.A. (College of Southern Idaho); B.A. (Washington State University); M.Ed. (Boise State University); Assistant Professor of Early Childhood Education, 2008.

Fox, Dr. Evin L

B.A., M.A. (California State University, Sacramento); M.Ed. (Idaho State University); Ed.S., Ph.D. (University of Idaho); Professor of Early Childhood Education, 2005.

Egbert, Dr. LueLinda D

A.A. (College of Southern Idaho); B.A. (Boise State University); M.Ed. (Albertson College of Idaho); Sixth Year Specialist, Ph.D. (University of Idaho); Advanced Elementary K-8; Administrator Principal and Superintendent Pre K-12; SpEd Director Endorsement; Professor of Education, 1999.

The administrative team with responsibility for the program are as follows:

Schwarz, Dr. Todd

A.A.S. (College of Southern Idaho); B.S.Ed., Ph.D. (University of Idaho); M.S.Ed. (Boise State University); Executive Vice President and Chief Academic Officer, 1988.

Bond, Dr. Cindy R

A.A. (College of Southern Idaho); B.A. (Boise State University); M.Ed., Ph.D. (University of Idaho); C.P.A.; Instructional Dean, 1980.

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

The existing AA program will be adapted to prepare students to enter directly into CSI's BA program. The college expects to see increased enrollment as students will be able to complete their degree here and in a three-year time frame.

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

See above and proposed budget.

20. Revenue Sources

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

No state funds will be reallocated. Student tuition from the program and program fee will be the sole source of revenue for the new program.

- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.
- c) **Non-ongoing sources:**
- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?
 - ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?
- d) **Student Fees:**
- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

The proposed student fee meets all of the requirements of Policy V.R., 3.b.

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

Regular tuition costs for students in the program will average \$6,000 per year, student fees will add another \$1,000 for an average total of \$7,000 per academic year. Community college fees are set by the local board.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:
- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
 - Include reallocation of existing personnel and resources and anticipated or requested new resources.
 - Second and third year estimates should be in constant dollars.
 - Amounts should reconcile subsequent pages where budget explanations are provided.
 - If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
 - Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 19-20		FY 20-21		FY 21-22		FY 22-23	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	35		35		35		35	
B. Shifting enrollments	20		51		64		64	
Total Enrollment	55	0	86	0	99	0	99	0

II. REVENUE

	FY 19-20	FY 20-21	FY 21-22	FY 22-23
1. New Appropriated Funding Request	On-going	On-going	On-going	On-going
2. Institution Funds	One-time	One-time	One-time	One-time
3. Federal				

4. New Tuition Revenues from Increased Enrollments	\$331,660.00	\$492,380.00	\$552,440.00	\$552,440.00
5. Student Fees	\$55,000.00	\$86,000.00	\$99,000.00	\$99,000.00
6. Other (i.e., Gifts)				
Total Revenue	\$386,660	\$578,380	\$651,440	\$651,440

*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.*

III. EXPENDITURES

	FY 19-20	FY 20-21	FY 21-22	FY 22-23
A. Personnel Costs				
1. FTE	2.0	4.00	4.00	4.00
2. Faculty	\$126,610	\$240,386.00	\$247,173.00	\$254,165.00
3. Adjunct Faculty				
4. Graduate/Undergrad Assistants				
5. Research Personnel				
6. Directors/Administrators	\$24,000	\$24,000.00	\$24,000.00	\$24,000.00

7. Administrative Support Personnel	\$41,000		\$41,000.00	\$41,000.00	\$41,000.00	\$41,000.00
8. Fringe Benefits	\$66,601		\$97,004.00	\$101,496.00	\$102,231.00	\$102,231.00
9. Other: Mentors	\$55,000.00		\$86,000.00	\$99,000.00	\$99,000.00	\$99,000.00
Total Personnel and Costs	\$0	\$313,211	\$0	\$488,390	\$512,669	\$520,396
		FY 19-20	FY 20-21	FY 21-22	FY 22-23	
	On-going	One-time	On-going	On-going	On-going	One-time
B. Operating Expenditures						
1. Travel		\$4,000.00		\$7,000.00	\$15,000.00	\$15,000.00
2. Professional Services						
3. Other Services				\$12,000.00	\$24,000.00	\$24,000.00
4. Communications						
5. Materials and Supplies		\$10,250.00		\$12,250.00	\$22,750.00	\$22,750.00
6. Rentals						
7. Materials & Goods for Manufacture & Resale						
8. Miscellaneous						
Total Operating Expenditures	\$0	\$14,250	\$0	\$31,250	\$61,750	\$61,750

Net Income (Deficit) _____ **-\$3,531** _____ **\$0** _____ **\$482** _____ **\$0** _____ **\$13,231** _____ **\$0** _____ **\$4,966**

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

30, 33	Tuition is based on \$140 per credit and \$1,000 per year added as a program fee.
51	Two FTE will support the program in the first year; one will be a new hire responsible for lower division course work; the other, one our
51	existing Ph.D.'s will teach the upper division courses.
59, 61	1% of Administrative, Student Services and IT have been allocated to the program
63	Benefits are based on 21% plus health insurance.
65	Mentoring represents the fee paid to supervising teaching
75, 79, 83	General operating expenses as deemed ordinary and necessary for instruction.
100, 102	New computer will be purchased for the new instructors; \$5,000 added to the library budget for e-books
116	Maintenance and operation cost per square foot of building utilization is applied at \$8.38 per S.F.

Appendix 1- Student Surveys

Sent to all students enrolled at the College of Southern Idaho
All Campus Survey

1. What is your major?
|

2. If CSI offered a bachelor's degree in Education (with teacher certification), how likely would you be to enroll in the program?

Not at all likely Somewhat likely Likely Very likely

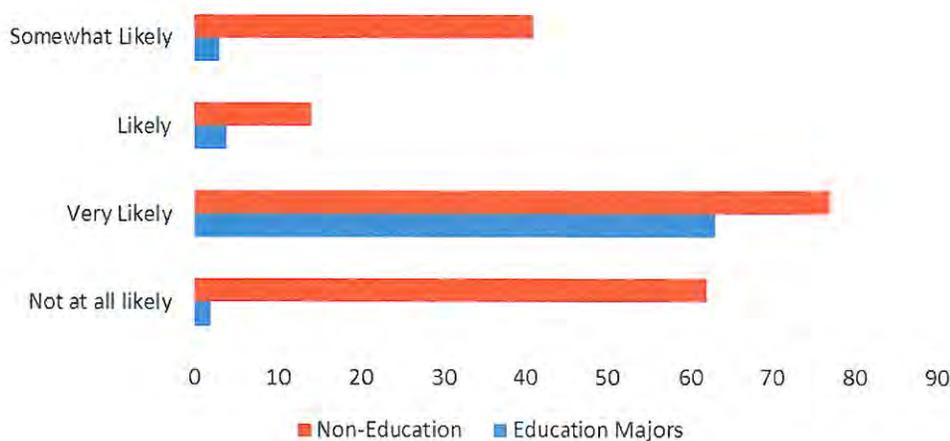
Statement 1

Submit

Total Respondents- 266 students responded to the Student Survey

	Education Majors	Non-Education Majors	Percentage of Education Respondents	Percentage of Non-Education Respondents
Very Likely	63	77	24%	30%
Likely	4	14	2%	5%
Somewhat Likely	3	41	1%	15%
Not at all likely	2	62	Less than 1%	23%

Chart Title



Appendix 1- Past CSI Education Graduate Student Surveys

Sent to 25 past CSI Education Graduates

Survey for graduating Education majors

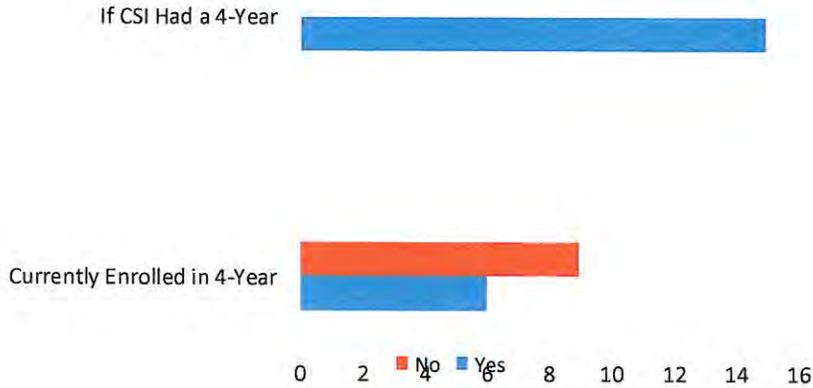
1. Are you currently in a teacher preparation program at a university?
2. If so, which university? If not, why not?
3. If CSI would have offered a bachelor's degree in teacher education (with certification), would you have or NOT have enrolled in it?
4. Why or why not?

Total Respondents- 15/25 (60%) students responded to the Prior CSI Education Graduate Student Survey

Number/Percentage of Respondents Currently Enrolled in a Teacher Preparation Program	University Enrolled	Number of Respondents Who Would Have Chosen to Enroll in a CSI Bachelor's Degree Program (Teacher Preparation Program)
6/40%	ISU	15/100%
Actual Numbers: 4/27%		

Note: (2 students who responded have graduated from CSI, but are still taking classes so they identified CSI as the teacher preparation program. Therefore, only 4 students are currently enrolled in a university teacher education program.)

Chart Title



Appendix 2. Pipeline Summary

Summary - CSI Education AA Completers from FY2011-FY2016 n=283 IMPACT ON THE TEACHER PIPELINE

Transfer School	Completed AA	Complete BA	Earn Teaching Cert	TimeAA to Cert	# teaching
Boise State	41	21	15	3.5 years	36.6%
All Privates	8	2	1	5 years	12.5%
Idaho State	88	35	27	3 years	30.7%
LCSC	14	7	4	2.8 years	28.6%
U Idaho	8	5	2	2.3 years	25.0%
Did not transfer	124				
ALL AA COMPLETERS	283	70	49		17.3%

Appendix 3. Letter of Support – Superintendents and Legislators.

SALLY TOONE
DISTRICT 26
GOODING, BLAINE,
CAMAS & LINCOLN COUNTIES



HOME ADDRESS
2096 EAST 1500 SOUTH
GOODING, IDAHO 83330
HOME: (208) 934-8114
OFFICE: (208) 332-1032
EMAIL: stoone@house.idaho.gov

House of Representatives State of Idaho

April 9, 2018

To Whom It May Concern,

I write this letter in support of the College of Southern Idaho (CSI) and their request to offer a Bachelor of Arts Degree in Education at their Twin Falls Campus. The College of Southern Idaho has been an integral part of our communities in the Magic Valley since its creation. They have always stepped up to meet the community and business needs throughout the valley. They have always been a partner to all of us in the Valley.

The College of Southern Idaho partners with many school districts in the area, working together on many advanced opportunities for our students and this becomes one more choice for students. There are a multitude of reasons why many students don't advance to a 4-year degree, but many students simply cannot relocate.

The College of Southern Idaho is our outlet for certificates and advanced degrees, both financially and location specific. The addition of a Teacher Preparation program would offer an excellent opportunity for workforce members in our area. With recent data showing the Magic Valley having the largest proportion of teacher shortages throughout the state, a new Teacher Preparation program would offer a home-grown solution to a national problem as well as a regional one with students receiving degrees and staying in the area.

The College of Southern Idaho offers the area a great partner to each of our communities. This becomes an obvious choice for the Magic Valley and a solution to our statewide educational needs.

I would encourage you to consider this new program through the College of Southern Idaho. It would be an asset to the entire region. Thank you for your consideration of this and please contact me if you have any other questions.

Sincerely,


Rep. Sally Toone
Idaho State Representative-Dist. 26

DISTRICT 23
ELMORE, OWYHEE
& TWIN FALLS COUNTIES

HOME ADDRESS
48331 THREE CREEK HIGHWAY
ROGERSON, IDAHO 83302
HOME: (208) 857-2217
OFFICE: (208) 308-4961



STATE CAPITOL
P.O. BOX 83720
BOISE, IDAHO 83720-0081
(208) 332-1300
FAX: (208) 334-2320
bbrackett@senate.idaho.gov

Idaho State Senate

SENATOR BERT BRACKETT

March 30, 2018

To Whom It May Concern:

There are many reports showing there is a statewide teacher shortage, but they also show the problem is worse in the Magic Valley than in the rest of Idaho, especially acute in the smaller, rural schools. There is also more alternate certification in this region, and many of those are in elementary education. It's been reported that 45% of new hires in the past three years in the Magic Valley are on alternate authorization. The Magic Valley accounted for almost one-fourth of all the alternative authorizations in the entire State of Idaho.

There are several contributing factors, but one seems to be the lack of a university in the area. Idaho State University has been assigned education responsibilities for the Magic Valley area, but they do not offer upper-level education on the CSI campus. Classes are either online or the student must travel, or move, to the ISU campus.

This past year, CSI had 200 education candidates in their program, however, only 40 graduated from the program. If CSI had their own education program, the number of candidates would increase, and they would be able to graduate a much higher percentage of their candidates. Most of the students for an education degree are location bound to this area, either due to financial concerns (having to live at home) or their spouse works in this region and cannot relocate.

We need a four-year degree program in education in the Magic Valley, and CSI is an obvious choice. School districts are willing to partner in teacher preparation programs, enhanced mentoring, and support for teachers to increase retention of all teachers. School districts are anxious to have candidates complete their intern requirement (student teaching) here in the Magic Valley.

I am very supportive of establishing a Bachelor of Arts Degree in Elementary Education at CSI and will offer my assistance wherever needed.

Sincerely,

A handwritten signature in black ink that reads "Bert Brackett".

Senator Bert Brackett
Idaho State Senate
Legislative District 23

LANCE W. CLOW
District 24
TWIN FALLS COUNTY

HOME ADDRESS
2170 BITTERROOT DRIVE
TWIN FALLS, IDAHO 83301
(208) 733-5767
EMAIL: lclow@house.idaho.gov



COMMITTEES
EDUCATION
BUSINESS
LOCAL GOVERNMENT

HOUSE OF REPRESENTATIVES STATE OF IDAHO

April 9, 2018

Idaho State Board of Education

Recently I learned that the Trustees of the College of Southern Idaho have undertaken a plan to expand their degree offerings to include Bachelor Degrees in Elementary Education. While I did not expect this at this, I have been an advocate of this possibility for many years.

The current demand for quality educators and the lack of a four-year degree program in the Magic Valley can be partially addressed by offering a four-year degree at CSI. Offering a program through CSI will allow Magic Valley degree seeking students a low-cost opportunity to enter the teaching profession and provide creative opportunities to work with the various school districts, many rural, in the CSI immediate service area.

There has been evidence presented that graduates tend to settle near their Alma Mater and the schools where they completed their student teaching. CSI has proven to be an innovative community college with many collaborative efforts including dual-credit and career technical opportunities.

Life events often impacts young students and families, which often redirects time and resources. Allowing students to continue their education goals, without the need to relocate, can be a tremendous community asset. With the passage of S1279, Opportunity Scholarships and the related appropriation, CSI local BA degree program would work well to help students return to complete partial degrees.

The timing of this proposal, demand for teachers and the enhancements in opportunity scholarships make for an appropriate request. CSI has a proven record. With your approval CSI can demonstrate how the combination of tools can address an important challenge in education, especially in rural South-Central Idaho.

Respectfully,

Lance W. Clow
Representative

Jerome Jt. School District No. 261

District Office

125 4th Avenue West

Jerome, Idaho 83338

Telephone (208) 324-2392 • FAX (208) 324-7609

Dale Layne, Superintendent of Schools



February 14, 2018

To Whom It May Concern:

I am writing this letter in full support of the College of Southern Idaho's proposal to offer a four-year degree program in education.

As you are aware, we are experiencing a teacher shortage across the state of Idaho. Superintendents across our valley have been working with the state universities to identify the numbers of students going into education programs as well as those graduating with the ability to receive a teaching certificate. In a recent study completed by Boise State University, it was discovered that our region has the most classrooms filled with alternative route teachers in the state. While many of these individuals are great employees, they often start without the background and knowledge of pedagogy required to be a successful teacher. The study indicates the Magic Valley is experiencing an even greater need for certified teachers than any other region in the state. This great need exists, yet our valley does not have a local higher education institution that allows the individual to receive a teaching certificate.

In another study done by the College of Southern Idaho, it was discovered that an adequate number of students are entering the education program at the community college, but very few are completing the required degree. I believe this is in part due to the geographical constraints of obtaining the degree. Many of the students are non-traditional students who may already have a family. It makes it very difficult for these individuals to travel to the east or west to complete a degree. Many are "place bound" due to family situations. My hope is that if a four-year degree was offered locally, we would have more education graduates creating a larger pool of teacher candidates for the schools in the Magic Valley.

CSI has continually been a great partner and supporter of our district. The Jerome School District will gladly assist in any way we can to support the proposed program. One way we can assist is to help with placement of students in our classrooms to gain experience, whether it be a field experience in the earlier portion of the program or working with student teachers as they move toward completion.

I encourage you endorse the program proposed by Dr. Fox and the College of Southern Idaho.

Respectfully,

A handwritten signature in black ink that reads "Dale Layne".

Dale Layne
Superintendent of Schools

KIMBERLY PUBLIC SCHOOLS

Office of the Superintendent

141 Center Street West

Kimberly, Idaho 83341

(208) 423-4170 ext. 3308

e-mail: lschroeder@kimberly.edu

February 26, 2018

Support for CSI to offer a four-year educational degree

Dear Dr. Fox,

I am writing this letter in full support of the College of Southern Idaho offering a four-year degree program in education. Our district will do whatever we can to partner with CSI to make this program a reality.

As you are aware, Idaho is in the middle of a severe teaching shortage and the Magic Valley has been hit the hardest. In the past three years, 45% of Kimberly's new teaching hires have been alternative authorized teachers. Although we have had success, this has been a burden on our school district as we provide extensive training for these individuals. In addition, for those that are on the alternative path it is very difficult to work with an institution due to geographical limitations as the closest university is over 100 miles away.

The College of Southern Idaho is always on the forefront of career development by providing training for our local commerce and industry. There are many individuals in the Magic Valley willing to enter the educational field yet do not have the opportunity because of being place bound. This venture would provide a positive impact for our local economy as it would place many into a viable, necessary and productive field.

On behalf of the Kimberly School District, I would like to thank you for your consideration of developing a four-year degree program.

Sincerely,

Luke Schroeder

Luke Schroeder

Superintendent Kimberly School District



Minidoka County School District #331

"Empowering Students for Success"

Board Members

Bonnie Heins, Chair
Rick Stimpson, Vice Chair
Jeff Gibson, Trustee

Tammy Stevenson, Trustee
Mary Andersen, Trustee

Administration

Dr. Kenneth Cox, Superintendent
Kerri Tibbitts, Board Clerk
Michelle DeLuna, Business Manager

February 22, 2018

To Whom It May Concern:

I am writing this letter in support of the College of Southern Idaho's proposal to offer a four-year degree program in education.

With the teacher shortage across the state of Idaho, Superintendents have been working with universities in determining how many students are going into education, as well as those graduating and receiving a teaching certificate. In a recent study shared by Boise State University (BSU), it stated our area has the most classrooms being taught with alternative route teachers. While many of these employees are working diligently to receive their certificate, they lack the background, training and knowledge required to be a successful teacher. BSU in their study also indicates our area does not have a local college or university that offers an individual to receive a teaching certificate.

College of Southern Idaho (CSI) also conducted a study and found that many of their students are entering an education program, but few are completing their program. Many students have families or find it difficult to travel the distance required to complete the entire four-year program at another university. If a four-year program were to be offered at CSI, perhaps there would be a larger group of teacher candidates.

The Minidoka School District will assist in any way possible to support the proposed four-year educational program.

I encourage you to endorse the program proposed by Dr. Fox and the College of Southern Idaho.

Sincerely,

Dr. Kenneth Cox
Superintendent of Schools



Brady D. Dickinson, PH.D. SUPERINTENDENT OF SCHOOLS

Twin Falls School District #411
201 Main Ave. W
Twin Falls, ID 83301

P 208.733.6900
F 208.733.6987
www.tfsd.org

February 28, 2018

To Whom It May Concern:

I am writing this letter to fully endorse the College of Southern Idaho's proposal to offer a four-year degree program in education. I see this as a critical path to addressing the teacher shortage in our region.

The teacher shortage is a critical issue facing the state of Idaho. Because of this, Superintendents in our region have been working with the state universities to examine the issue and gather data on the availability of students with the ability to receive a teaching certificate. This study revealed that our region has the most alternative route teachers in the state. This raises concerns, as while many of these individuals develop into outstanding teachers, they often come into our schools without the necessary background and knowledge of pedagogy. One of the challenges in addressing this need is the fact the Magic Valley does not have a local higher education institution that allows the individual to receive a teaching certificate.

A recent study conducted by the College of Southern Idaho revealed that although an adequate number of students are entering their education program, very few are completing the required degree. This could be in part due to geographical constraints. It is my hope that if a teaching degree was offered locally, we would have more education graduates creating a larger pool of teacher candidates for all of the schools in the Magic Valley.

The Twin Falls School District and the College of Southern Idaho (CSI) have been long time partners. As a matter of fact, CSI originally started on the campus of Twin Falls High School. As a result, the Twin Falls School District stands ready to assist in any way we can to support the proposed program.

Please support the program proposed by Dr. Fox and the College of Southern Idaho. Don't hesitate to contact me if you need assistance or have any concerns or questions.

Sincerely,

Dr. Brady D. Dickinson
Superintendent of Schools

Appendix 4: Student Demographic Survey

Research Question

Are CSI students more place-bound than other students are across the state?

Methodology

Using various economic demographic data from the 2016 American Community Survey, Twin Falls County was compared to relevant counties in Idaho. As CSI's Education graduates most commonly transfer to Idaho State University (ISU) and Boise State University (BSU), comparisons were made to Bannock and Ada Counties.

Metrics and their assumed underlying relationship with a demand to avoid relocation:

- Percent of households with children under 18 year old
 - Assumption: More households with children may suggest less incentive to change locations
- Percent below poverty line
 - Assumption: Less income may suggest higher demand for a lower cost education
- Income's Impact on Likelihood of transferring (CSI Internal Data, combined with National Student Clearinghouse)
 - Assumption: The more a higher income plays a role on if a CSI graduate transfers to a four-year school, the more impact a lower cost four-year degree is likely to have.

Findings

Percent of Households with children under 18 years			
County	Total Households	With Children under 18 years	Percent
Twin Falls	30,119	11,887	39.5%
Bannock	30,106	9,288	30.9%
Ada	167,026	48,126	28.8%

Table 1

As shown in Table 1, Twin Falls County has significantly more households, proportionally, with children. This may suggest more desire to avoid relocating.

Percent of Households Below the Poverty Line			
County	Total Households	Below Poverty Line	Percent
Twin Falls	30,119	4,157	13.8%
Bannock	30,106	4,951	16.4%
Ada	167,026	19,649	11.8%

Table 2

Relative to Ada county, there is increased level of poverty in Twin Falls. That said, Bannock County appears to have a higher level of poverty.

ALL CSI Graduates (Last Ten Years), Income and Transferring to a Four-Year School		
<i>Category</i>	<i>Average Income</i>	<i>Median Income</i>
Transferred	41,292	32,934
Did Not Transfer	36,114	29,251

Table 3

Based the information in Table 3, students who transfer have higher incomes. This may suggest that having a lower cost alternative may allow additional students to earn a four-year degree.

Appendix 5. Idaho Core Teacher Standards

STANDARD	Enhancement Standards Performance	Coursework /Danielson Framework (GSA)
<p>Standard 1 Learner Development-The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Performance-</p> <p>1. (a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development</p> <p>2. (b) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</p> <p>3. (c) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p> <p>Knowledge</p> <p>1. (d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes- and knows how to use instructional strategies that promote student learning.</p> <p>2. (e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.</p> <p>3. (f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.</p>	<p>Learner Development and Learning Differences- 3 credit course- (Content Methods and Standard Alignment) aligns with INTASC Standards 1 and 2. Using the INTASC Progressions model for assessing competency, CSI faculty will assess proof that candidates understand how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.</p> <p>The teaching candidate:</p> <p>1. Draws on her/his understanding of child and adolescent development, the teacher observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust teaching. (1a; 7i; 9d) (INTASC Standards 9 and 10 Embedded)</p> <p>2. Seeks out information about learner interests in order to engage learners in developmentally appropriate learning experiences. (1b) (INTASC Standard 9 Embedded)</p> <p>3. Engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker. (1i; 1j) (INTASC Standard 10 Embedded)</p> <p>Example Assessment (INTASC Standard 1)- The teacher candidate plans, teaches, and assesses a developmentally appropriate lesson to a large group of students. The plan should be flexible enough to accommodate learners across varied levels of development, the candidate should provide support for multiple levels of engagement during the lesson, and the learners should be motivated and engaged by material that is suitable for their developmental level. Submission Artifacts-video and lesson plan</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 16- 19)</p>

	<p>4. (g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p> <p>Disposition-</p> <p>1. (h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.</p> <p>2. (i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.</p> <p>3. (j) The teacher takes responsibility for promoting learners' growth and development.</p> <p>4. (k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.</p>	
<p>Standard 2 Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Performance-</p> <p>1. (a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> <p>2. (b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p> <p>3. (c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p>	<p><u>Learner Development and Learning Differences- 3 credit course-</u> (Content Methods and Standard Alignment) aligns with INTASC Standards 1 and 2. Using the INTASC Progressions model for assessing competency, CSI faculty will assess proof that candidates understand how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.</p> <p>The teaching candidate: 1. Draws upon her/his understanding of second language acquisition, exceptional needs, and learners' background knowledge, the teacher observes individual and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences. (1g; 2b; 2c; 2d; 2e; 2f; 2g; 2i; 2j; 2l; 2m; 2o) (INTASC Standard 9 Embedded)</p>

	<p>4. (d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.</p> <p>5. (e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p>6. (f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p> <p>Knowledge-</p> <p>1. (g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.</p> <p>2. (h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p>3. (i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>4. (j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</p> <p>5. (k) The teacher knows how to access information about the values of diverse cultures and communities</p>	<p>2. Assists diverse learners in processing information and develop skills, incorporating multiple approaches to learning that engage a range of learner preferences. (2a; 2d; 2g; 2h; 2m; 8p) (INTASC Standards 9 and 10 Embedded)</p> <p>3. Uses information on learners' language proficiency levels, the teacher incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners. (1g; 2b; 2e; 2g; 2i; 2j; 2l; 2m 2o; 8p)</p> <p>4. Includes multiple perspectives in the presentation and discussion of content that include each learner's personal, family, community, and cultural experiences and norms. (2c; 2d; 2j; 2k; 2m) (INTASC Standard 9 Embedded)</p> <p>5. Applies interventions, modifications, and accommodations based on IEPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families. (2f) (INTASC Standards 9 and 10 Embedded)</p> <p>6. Uses information on learners' language proficiency levels, the teacher incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners. (INTASC Standard 9 Embedded)</p> <p>7. Follows a process, designated by a school or district, for identifying and addressing learner needs (e.g., Response to Intervention) and documents learner progress. (2f; 2g) (INTASC Standard 9 Embedded)</p> <p>Example Assessment (INTASC Standard 2)- The teacher candidate develops differentiated instruction over a series of lessons for an individual student or small group of students who vary culturally/linguistically or have special needs. The evaluation is based on the candidate's plan, his/her enactment of the plan, his/her assessment of the plan, and the student response. The lesson should provide ample evidence of</p>
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	<p>and how to incorporate learners' experiences, cultures, and community resources into instruction.</p> <p>Disposition-</p> <p>1. (l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p> <p>2. (m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</p> <p>3. (n) The teacher makes learners feel valued and helps them learn to value each other.</p> <p>4. (o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</p>	<p>differentiation for individual students through adaptations to the materials, instruction, and assessment of students.</p> <p>Submission Artifacts- Lesson Plans and Individual Student Growth Work Samples</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 16-19)</p>
<p>Standard 3 Learning Environments - The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Performance-</p> <p>1. (a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</p> <p>2. (b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.</p> <p>3. (c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</p>	<p><u>Learning Environments- 3 credit course- (Creating an Environment that Fosters College and Career Ready Skills)- Aligns with INTASC Standard 3</u></p> <p>The teaching candidate:</p> <p>1. Articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work. S/he develops purposeful routines that support these norms. (3a) (INTASC Standards 9 and 10 Embedded)</p> <p>Example Assessment (INTASC Standard 3)- The teacher candidate creates a learning community plan where the physical space of the classroom is organized and detailed, and classroom management policies and procedures are</p>

	<p>4. (d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p> <p>5. (e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.</p> <p>6. (f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</p> <p>7. (g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</p> <p>8. (h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.</p> <p>Knowledge-</p> <p>1. (i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</p> <p>2. (j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>3. (k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p>	<p>detailed. The evaluation is based on the effectiveness of the physical space and that the classroom policies and procedures allow all students to be valued and treated equitably. The artifacts should also provide evidence that students and teacher demonstrate genuine caring and respect for one another.</p> <p>Submission Artifacts- Classroom Organization (including physical space), Classroom Management Plan and Expectations, and Classroom Climate Video</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 21- 23)</p> <p><u>Classroom Management- 3 credit course-</u> (Creating a Learning Environment for All Learners)-Aligns with INTASC Standard 3</p> <p>1. Sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families. (3n) (INTASC Standards 9 and 10 Embedded)</p> <p>2. Is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment. (3f; 3r) (INTASC Standard 10 Embedded)</p> <p>3. Manages the learning environment, organizing, allocating and coordinating resources (e.g, time, space, materials) to promote learner engagement and minimize loss of instructional time. (3d; 8n) (INTASC Standard 10 Embedded)</p> <p>4. Varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills. (3p) (INTASC Standard 10 Embedded)</p> <p>5. Communicates verbally and nonverbally in ways that demonstrate respect for each learner. (3f; 3r) (INTASC Standard 10 Embedded)</p>
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	<p>4. (l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</p> <p>5. (m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p> <p>Disposition-</p> <p>1. (n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p> <p>2. (o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.</p> <p>3. (p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.</p> <p>4. (q) The teacher seeks to foster respectful communication among all members of the learning community.</p> <p>5. (r) The teacher is a thoughtful and responsive listener and observer.</p>	<p>6. Provides opportunities for learners to use interactive technologies responsibly. (3g; 3m) (INTASC Standard 9 Embedded)</p> <p>Example Assessment (INTASC Standard 3)- The teacher candidate leads a repeated activity during a portion of the class. The evaluation should be based on the teacher candidate's ability to provide clear directions, manage transitions and student movement, use proactive classroom management strategies, and efficiently engage students in classroom activities. The teacher candidate should demonstrate strong relationships with students, decisive leadership in managing the classroom, the ability to implement organizational routines and procedures, and the skill to respond flexibly to the unexpected. Submission Artifact- Video and Reflection Document</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 21- 23)</p>
<p>Standard 4 Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and</p>	<p>Performance-</p> <p>1.(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.</p> <p>2. (b) The teacher engages students in learning experiences in the discipline(s) that encourage</p>	<p>Student Intellectual Engagement-3 credit course- (Differentiation and Application of Content)-Aligns with INTASC Standards 4 and 5</p> <p>The teaching candidate: 1. Uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of</p>

<p>meaningful for learners to assure mastery of the content.</p>	<p>learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p> <p>3. (c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p>4. (d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p> <p>5. (e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.</p> <p>6. (f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.</p> <p>7. (g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</p> <p>8. (h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.</p> <p>9. (i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.</p> <p>Knowledge- 1. (j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways</p>	<p>content standards. (4a; 4j; 4n; 4r; 8e) (INTASC Standard 10 Embedded)</p> <p>2. Engages learners in applying methods of inquiry used in the discipline. (4c) (INTASC Standard 10 Embedded)</p> <p>3. Links new concepts to familiar concepts and helps learners see them in connection to their prior experiences. (4d; 4r) (INTASC Standard 10 Embedded)</p> <p>4. Draws upon his/her initial knowledge of common misconceptions in the content area, uses available resources to address them, and consults with colleagues on how to anticipate learner's need for explanations and experiences that create accurate understanding in the content area. (4e; 4k; 4r 9d) (INTASC Standard 10 Embedded)</p> <p>5. Accurately and effectively communicates concepts, processes and knowledge in the discipline, and uses vocabulary and academic language that is clear, correct and appropriate for learners. (4h; 4j; 4i; 5i)</p> <p>6. Consults with other educators to make academic language accessible to learners with different linguistic backgrounds. (4g) (INTASC Standards 9 and 10 Embedded)</p> <p>7. The teacher models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning. (4c; 4h; 4o)</p> <p>Example Assessment (INTASC Standards 4 and 5)- The teacher candidate participates in a lesson study activity with the mentor teacher for a unit of instruction. The teacher candidate will make content explicit through explanation, modeling, representations, and examples as well as providing supplemental explanations to students, creating examples to illustrate the content, guiding student inquiry, and modeling the use of technology and discipline specific thinking skills. Submission Artifacts-- Lesson Study Reflection Presentation and Video</p>
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	<p>of knowing that are central to the discipline(s) s/he teaches.</p> <p>2. (k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.</p> <p>3. (l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</p> <p>4. (m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.</p> <p>5. (n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</p> <p>Disposition-</p> <p>1. (o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.</p> <p>2. (p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.</p> <p>3. (q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.</p> <p>4. (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.</p>	<p>(Performance measures drawn directly from INTASC Progressions, pps. 24- 26)</p>
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<p>Standard 5 Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Performance- 1. (a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications). 2. (b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy). 3. (c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. 4. (d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. 5. (e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes. 6. (f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. 7. (g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p>	<p>Student Intellectual Engagement- 3 credit course- (Differentiation and Application of Content)-Aligns with INTASC Standards 4 and 5 The teaching candidate: 1. Helps learners see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas. (5i; 5j) (INTASC Standard 10 Embedded) 2. Provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor. (INTASC Standards 9 and 10 Embedded) 3. Engages learners in learning and applying the critical thinking skills used in the content area(s). S/he introduces them to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues. (5d; 5k; 5m)) (INTASC Standard 10 Embedded) 4. Engages learners in applying content knowledge and skills in authentic contexts. (5b) (INTASC Standard 10 Embedded) 5. Guides learners in gathering, organizing and evaluating information and ideas from digital and other resources and from different perspectives. (5c; 5g; 5k; 5l) (INTASC Standard 9 Embedded) 6. Structures interactions among learners and with local and global peers to support and deepen learning. (5p) (INTASC Standard 10 Embedded) 7. Engages learners in developing literacy and communication skills that support learning in the content area(s). S/he helps them recognize the disciplinary expectations for reading different types of text and for writing in specific contexts for targeted purposes and/or audiences and provides practice in both. (INTASC Standard 10 Embedded) (5e; 5h; 5n; 8h)</p>
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	<p>8. (n) The teacher develops and implements supports for learner literacy development across content areas.</p> <p>Knowledge-</p> <ol style="list-style-type: none"> 1. (i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns. 2. (j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences. 3. (k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use. 4. (l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. 5. (m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. 6. (n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning. 7. (o) The teacher understands creative thinking processes and how to engage learners in producing original work. 	<p>Example Assessment (INTASC Standards 4 and 5)- The teacher candidate participates in a lesson study activity with the mentor teacher for a unit of instruction. The teacher candidate will make content explicit through explanation, modeling, representations, and examples as well as providing supplemental explanations to students, creating examples to illustrate the content, guiding student inquiry, and modeling the use of technology and discipline specific thinking skills. Submission Artifacts- Lesson Study Reflection Presentation and Video (Performance measures drawn directly from INTASC Progressions, pps. 27 - 29)</p>
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	<p>8. (p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.</p> <p>Disposition-</p> <p>1. (q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.</p> <p>2. (r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.</p> <p>3. (s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p>	
<p>Standard 6 Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide decision making for teachers and learners</p>	<p>Performance-</p> <p>1. (a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>2. (b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>3. (c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</p> <p>4. (d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p>	<p>Successful Learning for All Students- 3 credit course- (Designing Instruction and Assessment Literacy)-Aligns with INTASC Standards 6, 7, and 8</p> <p>The teaching candidate:</p> <p>1. Uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. S/he keeps digital and/or other records to support his/her analysis and reporting of learner progress. (6c; 6g; 6j; 6l; 6o; 6t) (INTASC Standards 9 and 10 Embedded)</p> <p>2. Engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results.(6j; 6k; 6v) (INTASC Standard 9 Embedded)</p> <p>3. Participates in collegial conversations to improve individual and collective instructional practice based on formative and</p>

<p>5. (e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p>6. (f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.</p> <p>7. (g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.</p> <p>8. (h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.</p> <p>9. (i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p> <p>Knowledge-</p> <p>1. (j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.</p> <p>2. (k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</p> <p>3. (l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.</p>	
<p>summative assessment data.(6c) (INTASC Standards 9 and 10 Embedded)</p> <p>4. Engages each learner in examining samples of quality work on the type of assignment being given. S/he provides learners with criteria for the assignment to guide performance. Using these criteria, s/he points out strengths in performance and offers concrete suggestions for how to improve their work. S/he structures reflection prompts to assist each learner in examining his/her work and making improvements. (6d; 6f; 6n; 6o; 6q; 6r; 6s) (INTASC Standards 9 and 10 Embedded)</p> <p>5. Matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth. (6b; 6j; 6k)</p> <p>6. Uses, designs or adapts a variety of classroom formative assessments, matching the method with the type of learning objective. (6a; 6b; 6j; 6k; 6r; 6t) (INTASC Standard 10 Embedded)</p> <p>8. Implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs. (6i; 6k; 6p; 6u) (INTASC Standard 9 Embedded)</p> <p>9. Differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically.(6k) (INTASC Standard 9 Embedded)</p> <p>10. Makes digital and/or other records of learner performance so that s/he can monitor each learner's progress.(6i) (INTASC Standard 9 Embedded)</p> <p>Example Assessment (INTASC Standard 6)- The teacher candidate will conduct a series of formative assessments associated with a sequence of lessons designed to elicit the higher level thinking skills of the students. Components must include the selection of short and long-term learning goals</p>	

	<p>4. (m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.</p> <p>5. (n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</p> <p>6. (o) The teacher knows when and how to evaluate and report learner progress against standards.</p> <p>7. (p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p> <p>Disposition-</p> <p>1. (q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.</p> <p>2. (r) The teacher takes responsibility for aligning instruction and assessment with learning goals.</p> <p>3. (s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.</p> <p>4. (t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.</p> <p>5. (u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p>	<p>referenced to an external benchmark, eliciting and interpreting individual student's thinking, recognizing common patterns of student thinking, providing oral and written feedback to students, and identifying and implementing an instructional response or strategy in response to common student thinking. Evaluation should be based on the teacher candidate's ability to accurately describe their students' development of higher level thinking skills over a specified period of time.</p> <p>Submission Artifacts- Student and Teacher Work Samples</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 30- 33)</p>
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<p>Standard 7 Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>6. (v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.</p>	<p>Successful Learning for All Students- 3 credit course- (Designing Instruction and Assessment Literacy)-Aligns with INTASC Standards 6, 7, and 8</p> <p>The teaching candidate:</p> <ol style="list-style-type: none"> Plans and sequences common learning experiences and performance tasks linked to the learning objectives, and makes content relevant to learners. (7a; 7c; 7k) (INTASC Standard 10 Embedded) Uses learner performance data and his/her knowledge of learners to identify learners who need significant intervention to support or advance learning. S/he seeks assistance from colleagues and specialists to identify resources and refine plans to meet learner needs. (7d; 7e; 7n; 7p) (INTASC Standards 9 and 10 Embedded) Uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills. (7a; 7g) (INTASC Standard 10 Embedded) Identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress. (7j; 7l; 7p) (INTASC Standard 9 Embedded) Integrates technology resources into instructional plans. (7k; 7m; 8o; 8r) Plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests. (7d; 7f; 7n) (INTASC Standards 9 and 10 Embedded)
	<p>Performance-</p> <ol style="list-style-type: none"> (a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. (b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. (c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. (d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. (e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs. (f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning. <p>Knowledge-</p>	

	<p>1. (g) The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>2. (h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.</p> <p>3. (i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p> <p>4. (j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p>5. (k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</p> <p>6. (l) The teacher knows when and how to adjust plans based on assessment information and learner responses.</p> <p>7. (m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</p> <p>Disposition-</p> <p>1. (n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.</p> <p>2. (o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.</p>	<p>7. Uses data from formative assessments to identify adjustments in planning. . (7d; 7i; 7q) (INTASC Standard 10 Embedded)</p> <p>8. Identifies learners with similar strengths and/or needs and groups them for additional supports. (7d; 7i; 7q) (INTASC Standard 10 Embedded)</p> <p>9. Uses data on learner performance over time to inform planning, making adjustments for recurring learning needs. (7f; 7p) (INTASC Standards 9 and 10 Embedded)</p> <p>10. Uses information from informal interactions with families to adjust his/her plans and to incorporate home-based resources to provide further support. (7o; 7q) (INTASC Standards 9 and 10 Embedded)</p> <p>11. Identifies learners with similar strengths and/or needs and groups them for additional supports. (7d; 7i; 7q)</p> <p>Example Assessment (INTASC Standard 7)- The teacher candidate will plan a complete unit of instruction for high student engagement. Such units may include discussions, project-based learning, inquiry-based learning, and/or cooperative learning, among other instructional strategies. This task addresses several teaching practices including designing a sequence of lessons towards a specific learning goal; appraising, choosing, and modifying tasks and texts for a specific learning goal; and setting long- and short-term learning goals for students. Evaluation should be based on the teacher candidate's ability to work collaboratively, plan multiple lessons, create classroom activities, and design new strategies. Submission Artifacts- Unit Plan (Performance measures drawn directly from INTASC Progressions, pps. 34- 37)</p>
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<p>Standard 8 Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>		
<p>3. (p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.</p> <p>4. (q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p> <p>Performance- 1. (a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p>2. (b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>3. (c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</p> <p>4. (d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.</p> <p>5. (e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</p> <p>6. (f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p>	<p>3. (p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.</p> <p>4. (q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p>	<p><u>Successful Learning for All Students- 3 credit course- (Designing Instruction and Assessment Literacy)-Aligns with INTASC Standards 6, 7, and 8</u></p> <p>The teaching candidate: 1. Directs students' learning experiences through instructional strategies linked to learning objectives and content standards. (7k) (INTASC Standard 10 Embedded)</p> <p>2. Analyzes individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs. (7j; 8b; 8i; 8p) (INTASC Standards 9 and 10 Embedded)</p> <p>3. Makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning. (8a; 8e; 8m)</p> <p>4. The teacher integrates primary language resources into instruction. (8k; 8m; 8p) (INTASC Standards 9 and 10 Embedded)</p> <p>5. Seeks assistance in identifying general patterns of need in order to support language learners. (8k; 8m) (INTASC Standards 9 and 10 Embedded)</p> <p>6. Helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective. S/he helps students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience. (8g; 8j; 8n; 8o; 8r) (INTASC Standards 9 and 10 Embedded)</p>

	<p>7. (g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p> <p>8. (h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p> <p>9. (i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p> <p>Knowledge-</p> <p>1. (j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p> <p>2. (k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>3. (l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</p> <p>4. (m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.</p> <p>5. (n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</p>	<p>7. Develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings. S/he establishes norms that include thoughtful listening, building on one another's ideas, and questioning for clarification. (8i; 8q) (INTASC Standards 9 and 10 Embedded)</p> <p>8. Models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that allows the learners to practice doing so. (8e; 8m; 8q) (INTASC Standard 10 Embedded)</p> <p>9. Prepares (as appropriate to the learning objective) learners to use specific content-related processes and academic language. S/he also incorporates strategies to build group work skills. (4i) (INTASC Standard 10 Embedded)</p> <p>10. Poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting. (8f; 8g; 8q) (INTASC Standard 10 Embedded)</p> <p>11. Integrates primary language resources into instruction. (8k; 8m; 8p) (INTASC Standard 9 Embedded)</p> <p>Example Assessment (INTASC Standard 8)- The teacher candidate plans and leads a large group discussion. Evaluation should be based on the teacher candidate's ability to engage students, ask questions, and guide the discussion towards a desired curricular outcome. Submission Artifacts- Lesson Plan and Video (Performance measures drawn directly from INTASC Progressions, pps. 37- 40)</p>
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	<p>6. (o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</p> <p>Disposition-</p> <p>1. (p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p> <p>2. (q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</p> <p>3. (r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.</p> <p>4. (s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>	
<p>Standard 9 Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Performance-</p> <p>1. (a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.</p> <p>2. (b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p> <p>3. (c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners,</p>	<p>Standard 9 is embedded in courses identified above.</p> <p>The teacher candidate:</p> <p>1. Engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences. (5r; 9a; 9b; 9k; 9n; 10f; 10t) (Enrollment and Participation in Alternate Authorization Program/Completion of Modules 1-5)</p> <p>2. Completes professional learning processes and activities required by the state in order to meet recertification or re-licensure requirements. (9b; 9k; 9nl; 10t) (Enrollment and Participation in Alternate Authorization Program/Completion of Modules 1-5)</p>

	<p>research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p> <p>4. (d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.</p> <p>5. (e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p>6. (f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.</p> <p>Knowledge-</p> <p>1. (g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p>2. (h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</p> <p>3. (i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.</p> <p>4. (j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p>	<p>3. Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (9d) (Embedded in Module 5)</p> <p>4. Observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice. (7p; 9c; 9g; 9i) (Embedded in Module 5)</p> <p>5. Seeks and reflects upon feedback from colleagues to evaluate the effects of her/his actions on learners, colleagues and community members. (9a; 9g; 9m; 9n) (Embedded in Modules 4 and 5)</p> <p>6. Gathers, synthesizes and analyzes a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs. (9a; 9c; 9g; 9h; 9k; 9l; 9n) (Embedded in Module 5)</p> <p>7. Acts in accordance with ethical codes of conduct and professional standards. (9o) (Embedded in Module 5)</p> <p>8. Complies with laws and policies related to learners' rights and teachers' responsibilities. (9j; 9o) (Embedded in Module 3)</p> <p>9. Accesses information and uses technology in safe, legal and ethical ways. (9f; 9j; 9o; 9o) (Embedded in Module 5)</p> <p>10. Follows established rules and policies to ensure learners access information and technology in safe, legal and ethical ways. (f) (Embedded in Modules 3, 4, and 5)</p> <p>11. Recognizes how his/her identity affects perceptions and biases and reflects on the fairness and equity of his/her decisions. (4q; 9e; 9m) (Embedded in Modules 2 and 5)</p> <p>12. Accesses resources to deepen his/her understanding of the cultural, ethnic, gender and learning differences among learners and their communities. (9e) (Embedded in Modules 1, 4, and 5)</p>
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	<p>5. (k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.</p> <p>Disposition-</p> <p>1. (l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.</p> <p>2. (m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.</p> <p>3. (n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.</p> <p>4. (o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</p>	<p>13. Reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners. (9l) (Embedded in Modules 1, 4, and 5)</p> <p>Example Assessment (INTASC Standard 9)- The teacher candidate video records a 12-15 minute segment of teaching, analyzes it, and writes a reflective paper. Evaluation should include the teacher candidate's ability to collect a teaching video, accurately and objectively describe student behavior, make inferences about teaching, and adjust teaching strategies based on an analysis of data. Submission Artifacts- Video and Reflective Paper</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 41- 44)</p>
<p>Standard 10 Leadership and Collaboration -The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals,</p>	<p>Performance-</p> <p>1. (a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</p>	<p>Standard 10 is embedded in courses identified above.</p> <p>The teacher candidate:</p> <p>1. Participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners. (10a; 10n; 10r) (Embedded in Modules 4 and 5)</p> <p>2. Participates in school-wide efforts to implement a shared vision and contributes to a supportive culture. (10a; 10c; 10n; 10o; 10p; 10r) (Embedded in Module 2)</p>

<p>and community members to ensure learner growth, and to advance the profession.</p>	<p>2. (b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.</p> <p>3. (c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.</p> <p>4. (d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p> <p>5. (e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.</p> <p>6. (f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p>7. (g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</p> <p>8. (h) The teacher uses and generates meaningful research on education issues and policies.</p> <p>9. (i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.</p> <p>10. (j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.</p>	<p>3. Elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth. (10d; 10m; 10q) (Embedded in Module 5)</p> <p>4. Uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community. (8n; 10d; 10g) (Embedded in Modules 1, 2, 3, 4, and 5)</p> <p>5. Leads in his/her own classroom, assuming responsibility for and directing student learning toward high expectations. (9l) (Embedded in Modules 1, 2, 3, 4, and 5)</p> <p>6. Makes practice transparent by sharing plans and inviting observation and feedback. (10r) (Embedded in Modules 1, 4, and 5)</p> <p>7. Works to improve practice through action research. (10h) (Embedded in Modules 1, 3, 4, and 5)</p> <p>Example Assessment (INTASC Standard 10)- The teacher candidate will plan and conduct a meeting with a parent or guardian. Evaluation should be based on the teacher candidate's ability to clearly communicate student performance, use evidence to support said description, recommend an approach for improving student performance, and suggest parental strategies for supporting the approach. Submission Artifacts- Video Student Work Samples and Evaluation (Performance measures drawn directly from INTASC Progressions, pps. 45- 47)</p>
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11. (k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Knowledge-

1. (l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

2. (m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

3. (n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

4. (o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Disposition-

1. (p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

2. (q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

3. (r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

	<p>4. (s) The teacher takes responsibility for contributing to and advancing the profession.</p> <p>5. (t) The teacher embraces the challenge of continuous improvement and change.</p>	
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Bachelors of Art - Elementary Education

Fall 2019	
Gen Ed Com	3
New Course- Foundations of Inquiry Instruction	3
EDUC 202 Field Experience	3
GNED 101 Intro to General Education	3
ENGL 101 English Comp 1	3
MATH 253 Statistics	3
Total	18

Spring 2021	
New Course- Student Intellectual Engagement (INTAS	3
New Course- Pedagogy of Science	3
New Course- ECE Environments	3
EDUC 304 Field Experience	3
New Course- ECE Curriculum Seminar 2	2
New Course- ECE Curriculum Practicum 2	3
Total	17

Spring 2020	
ENGL 102 English Comp 2	3
New Course- ECE Curriculum Practicum 1	3
Gen Ed Social Science	3
Gen Ed Science	4
New Course- ECE Curriculum Seminar 1	3
Total	16

Summer 2021	
New Course- Pedagogy of Fine Arts	3
New Course- Pedagogy of Reading	3
New Course- Mathematical Thinking for Instruction	3
Total	9

Summer 2020	
Gen Ed Humanities	3
Any GE Well	2
Gen Ed Social Science	3
Total	8

Fall 2021	
New Course- Classroom Management (INTASC Stand	3
New Course- ECE Infant/Toddler Teaching Strategies	3
New Course- Pedagogy of Math	3
EDUC 404 Field Experience	3
New Course- Diagnosing and Correcting Reading Diffi	3
ECE Infant/Toddler Practicum	3
Total	18

Fall 2020	
New Course- Learner Development and Learning	3
Gen Ed Science	4
Gen Ed Humanities	3
EDUC 204 Field Experience	4
New Course- Learning Environments (INTASC St	3
Total	17

Spring 2022	
New Course- Successful Learning for All Students (INT	3
EDUC 405 Field Experience (Student Teaching)	12
New Course- Student Teaching Reflection Seminar	2
Total	17
Total Degree Requirements	120

Credit Summary	
General Education Credits	37
Lower Division Education Credits	15
Upper Division Education Credits	34
Field Experience/Practicums	34
Total	120

BA Elementary Education Budget

Students **25**
Instructors - New **2**
Credits **120**
Tuition **130**

	Year 1			Year Two			Year Three		
	<i>Fall 18</i>	<i>Spring 19</i>	<i>Sum 19</i>	<i>Fall 19</i>	<i>Spring 20</i>	<i>Sum 20</i>	<i>Fall 20</i>	<i>Spring 21</i>	<i>Sum 21</i>
<i>Tuition Cohort 1</i>	58500	55250	26000	55250	58500	29250	58500	48750	
<i>Tuition Cohort 2</i>				58500	55250	26000	55250	58500	29250
<i>Tuition Cohort 3</i>							58500	55250	26000
<i>Fees</i>				25000	25000		50000	50000	
Total	58500	55250	26000	138750	138750	55250	222250	212500	55250
<i>Salary</i>				42500	42500		86275	86275	
<i>Benefits</i>				25925	25925		35118	35118	
<i>Mentoring</i>	9750	13000		26000	29250		45500	71500	
<i>Benefits</i>	2048	2730		5460	6143		9555	15015	
<i>Instructional Supplies</i>				2000	2000		3500	3500	
<i>Office</i>				1000	1000		2000	2000	
<i>Printing</i>	100	100		2000	2000		2600	2600	
<i>Dues</i>				1000	1000		2000	2000	
<i>Travel</i>	1500	1500		3000	3000		7000	7000	
<i>Other Services</i>				500	500		750	750	
Total Expense	13398	17330	0	109385	113318	0	194298	225758	0
Net	45103	37920	26000	29365	25433	55250	27952	-13258	55250

Students	Year 1			Year Two			Year Three		
	Fall 18	Spring 19	Sum 19	Fall 19	Spring 20	Sum 20	Fall 20	Spring 21	Sum 21
Cohort 1	25	25	25	25	25	25	25	25	
Cohort 2				25	25	25	25	25	25
Cohort 3							25	25	25
Mentoring Credits									
Cohort 1	75	100	0	125	125		150	300	0
Cohort 2				75	100		125	150	
Cohort 3							75	100	
				200	225	0	350	550	
Ed Courses									
Cohort 1	2	1		4	4	1	5	2	
Cohort 2				2	1	0	4	4	
Cohort 3							2	1	
<i>Total</i>	<i>2</i>	<i>1</i>	<i>0</i>	<i>6</i>	<i>5</i>	<i>1</i>	<i>11</i>	<i>7</i>	

BA Elementary Education**Fall 2018**

Gen Ed Com	3
EDUC 201 Foundations of Education	3
EDUC 202 Field Experience	3
GNEC 101 Intro to General Education	3
ENGL 101 English Comp 1	3
MATH 143 College Algebra	3

Total 18**Spring 2019**

ENGL 102 English Comp 2	3
EDUC 203 Field Experience	4
Gen Ed Social Science	3
Gen Ed Science	4
MATH 157 Math for Elem Teachers	3

Total 17**Summer 2019**

Gen Ed Humanities	3
Any GE Well	2
Gen Ed Social Science	3

Total 8**Fall 2019**

MATH 257 Math for Elem Teachers	3
EDUC 204 Families, Community & Cultures	3
EDUC 205 Development/ Individual Differences	3
EDUC 204 Field Experience	5
EDUC 215 Ed Technology	3

Total 17**Spring 2020**

Gen Ed Science	4
EDUC 301 Instructional Assessment	3
EDUC 302 Pedegogy of Reading	3
EDUC 304 Field Experience	5
EDUC 303 Classroom Management	3

Total 18**Summer 2020**

Gen Ed Humanities	3
EDUC 310 Teaching Special Populations	3
Content Area Elective	3

Total 9**Fall 2020**

EDUC 401 Pedegogy of Math	3
EDUC 402 Pedegogy of Science	3
EDUC 403 Pedegogy of Fine Arts	3
EDUC 404 Field Experience	6
EDUC 408 Diagnosing and Correcting Reading Difficulties	3

Total 18**Spring 2021**

EDUC 410 Best Practices in Teaching	3
EDUC 405 Field Experience	12

Total 15**Total Degree Requirements****120**

Fact Sheet

CSI Proposed Bachelors in Education

Workforce Need

CSI's reputation for rapid and responsive service to Region IV workforce needs is at the forefront of this proposal. The proposal is a direct response to the requests of CSI district taxpayers and has unanimous support of the locally elected CSI Board of Trustees.

- Region IV has approximately **370 annual openings for teachers**. All teacher education programs across the state produce an average of 846 completers. To fill the gap Region IV would **need to hire 44%** of the completers.
- The proposed program **does not replace** ISU or other university programming, but **augments** it by providing additional choices for regional students in a **compressed timeframe** and alternative instructional strategy **emphasizing work-based learning**. This directly supports the recommendations of the SBOE Teacher Pipeline Committee (see below).

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	Projected demand for new teachers based upon growth in Region IV: 1% annually or 23 teachers every year.		ISBE Teacher Pipeline Report Attrition Rate of Teachers in Region IV: Average of 15% annually or 347 teachers every year.

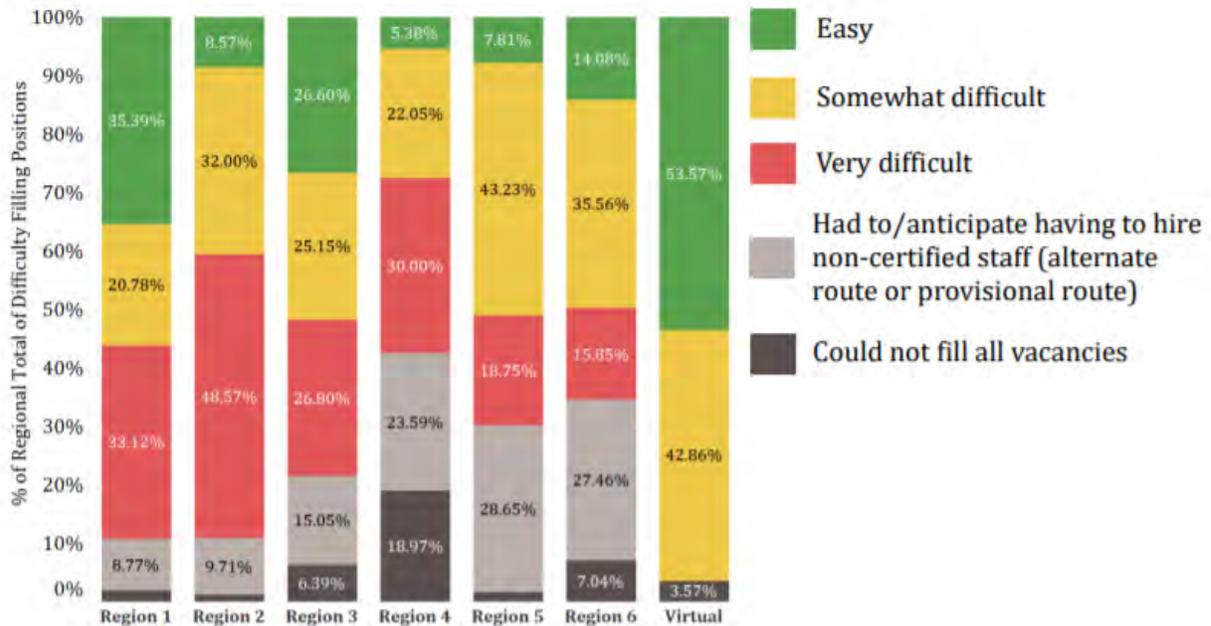
- The number of teachers in Region IV **working on alternative routes to authorization doubled** in two years from 91 or 4% to **166 or 8%**.
- “It also appears that the gap between fully certified vs. interim staff is widening between urban districts and all types of rural districts: fringe, distant, and remote.” 2017 Pipeline Report
- **Rural Remote districts consistently struggle with staffing issues.**

Number of School Districts in Region IV in Rural Areas

Town – Remote	Rural – Fringe	Rural – Distant	Rural - Remote
Blaine County Cassia County Filer Jerome Kimberly Minidoka Twin Falls	Buhl Joint Gooding Wendell	Castleford Hagerman Hansen	Bliss Camas County Dietrich Murtaugh Richfield Shoshone

- When asked “How easy or difficult was it to fill vacancies for the 2016-2017 and/or from the 2017-2018 school years?” The 2017 Teachers Pipeline report survey indicated **42.56% of Region IV schools fell into the categories of “Could not fill all vacancies and had to or anticipate having to hire non-certified staff”** the highest percentage in the state.

Distribution of Responses by Region for “How easy or difficult was it to fill vacancies for the 2016-2017 and/or 2017-18 school years in each of the following fields?”



- The conclusion of the Pipeline report indicates that **retention is the primary reason** Idaho is facing a teacher shortage. 76% of the 1550 teachers who exit the profession each year do so before retirement age. *In 2015-2016, 15% of the teachers who left the profession had no prior experience and 11% had 1-3.9 years of experience.* The committee identified **three areas that could be acted upon.**
 1. Compensation that is competitive with other occupations
 2. Preparation that **focuses on pedagogical training and affordability**
 3. **Mentoring and induction programs that utilize trained mentors** and adequate release time for collaboration.

Solutions

Affordable Tuition

Academic Year	BSU	ISU	UOI	NNU	COI	CSI
Full Time (16CR)	\$7,694	\$7,166	\$7,488	\$29,300	\$29,400	\$5200*
Per Credit	\$310	\$364	\$374	\$1,265	\$1,225	\$140

*Includes \$1000 per year - student fees for Education majors upper division

Apprenticeship Model

Mentoring and induction programs that utilize trained mentors

- Cohort group
- 28 Credits of Field Experience in K-12 schools, begins in the first semester.
- All field experience is mentored by master teachers.
- Degree is completed in three years; continuous enrollment including two summer semesters.
- Total cost of the CSI degree \$19,600 compared to ISU degree \$28,664 (as of this writing)

Support from Region IV Superintendents

CSI constituents, taxpayers, and stakeholders

March 21, 2018, Region IV Idaho School Superintendents Association, **voted unanimously to support CSI efforts to develop a Bachelor's Degree in Education.**

"I'm writing this letter on behalf of the Region IV Idaho School Superintendents Association. At our meeting on March 21, 2018, Region IV superintendents unanimously voted to support of The College of Southern Idaho in their efforts to create a four-year degree program in the area of education.

The study indicates the Magic Valley is experiencing an even greater need for certified teachers that any other region in the state. This great need exists, yet our valley does not have a local higher education institution that allows an individual to receive a teaching certificate.

Region IV superintendents encourage you endorse the program proposed by Dr. Fox and the College of Southern Idaho. **Dale Layne, Superintendent of Schools, Jerome School District; President, Region IV ISSA**

"I am writing this letter in full support of the College of Southern Idaho offering a four-year degree program in education. Our district will do whatever we can to partner with CSI to make this program a reality.

There are many individuals in the Magic Valley willing to enter the educational field yet do not have the opportunity because of being place bound. This venture would provide a positive impact for our local economy as it would place many into a viable, necessary and productive field.

On behalf of the Kimberly School District, I would like to thank you for your consideration of developing a four-year degree program. **Luke Schroeder, Superintendent of Kimberly School District**

"I am writing this letter to fully endorse the College of Southern Idaho's proposal to offer a four-year degree program in education. I see this as a critical path to addressing the teacher shortage in our region.

One of the challenges in addressing this need is the fact the Magic Valley does not have a local higher education institution that allows the individual to receive a teaching certificate. the Twin Falls School District stands ready to assist in any way we can to support the proposed program. **Brady Dickinson, Superintendent of Twin Falls School District**

"The Minidoka School District will assist in any way possible to support the proposed four-year education program.

I encourage you to endorse the program proposed by Dr. Fox and the College of Southern Idaho.
Dr. Kenneth Cox, Superintendent of Minidoka School District

Support from Area Legislators

"The addition of a Teacher Preparation program would offer an excellent opportunity for workforce members in our area. With recent data showing the Magic Valley having the largest proportion of teacher shortages throughout the state, a new Teacher Preparation program would offer a home grown solution to a national problem as well as a regional one with students receiving degrees and staying in the area." **Sally Toone, Idaho State Representative District 26**

"We need a four-year degree program in education in the Magic Valley, and CSI is the obvious choice. School Districts are willing to partner in teacher preparation programs, enhanced mentoring and support for teachers to increase retention of all teachers. I am very supportive of establishing a Bachelor of Arts Degree in Elementary Education at CSI and will offer my assistance wherever needed." **Senator Bert Brackett, Idaho State Senate District 23**

"The current demand for quality educators and the lack of a four-year degree program in the Magic Valley can be partially addressed by offering a four-year degree at CSI. Offering a program through CSI will allow Magic Valley degree seeking students a low-cost opportunity to enter the teaching profession and provide creative opportunities to work with the various school districts, many rural, in the CSI immediate service area." **Lance Clow, Idaho State Representative District 26**

Congruence with State Board of Education Strategic Plan

The program proposed directly addresses the Idaho SBOE strategic goals and objectives, and does so at a lower price point for students, thereby increasing access:

GOAL 2: EDUCATIONAL ATTAINMENT – Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho’s educational system.

Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through.

Objective C: Access - Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 3: WORKFORCE READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

Cost to the State of Idaho

According to Idaho Code, community college baccalaureate programs must be locally funded and implicate NO state funding, which would include any future outcomes-based funding (OBF) or enrollment workload adjustment (EWA).

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 21, 2018

COLLEGE OF SOUTHERN IDAHO

SUBJECT

Bachelor of Applied Science-Advanced Food Technology

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, III.G., Section 33-107(8), Idaho Code and Section 33-2107A, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

The proposed Bachelor of Applied Science (BAS) in Advanced Food Technology aligns with the State Board of Education's Idaho K-20 Public Education Strategic Plan for FY2019 through 2024. Specifically, Goal 2: Educational Attainment, Objectives A and C.

“Milk is Idaho’s top commodity based on market receipts, making the dairy sector the leading sector in food processing. Approximately 75% of the state’s dairy cows are in South Central Idaho leading to the cluster of dairy manufacturers in the region. The concentration of food processing in south Idaho is 6.5% greater than the national average. The average food processing wage in south central Idaho is \$53,971-35% higher than the average wage of all Idaho jobs at \$40,061.”

Food Processing Industry in Idaho, Idaho Department of Labor

Goal 2 (Educational Attainment), Objective A (Higher Level of Educational Attainment). There is no other Bachelor of Applied Science in Advanced Food Technology offered in the state. CSI’s affordable tuition plus the geographic location of the program offer the opportunity for an increase in the number of students who move through the education system.

Goal 2 (Educational Attainment), Objective C (Access). The College of Southern Idaho’s (CSI) proposed Bachelors of Applied Science in Advanced Food Technology is accessible to all Idaho students but particularly benefits the students of Region IV where the need is the greatest. The program would also increase the options for the re-integration of adult learners, including veterans, into the education system. According to the U.S. Census Quarterly Workforce Indicator’s report, 52% of Idahoans who work in the manufacturing sector are between the ages of 35-54. The proposed program was purposely designed to allow working students to continue their education and upgrade skills to become eligible for higher paying supervisory work.

Goal 3 (Workforce Readiness), Objective A (Workforce Alignment). The program will prepare students to meet a specific regional and statewide workforce demand in the dairy industry, as described above and in the next section.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 21, 2018

BACKGROUND/DISCUSSION

The College of Southern Idaho is responding to a workforce need in its area of service, Region IV. The number of companies moving or expanding in South Central Idaho has continued to increase; Chobani, Glanbia, and McCain Foods have not only moved or expanded their production facilities they have also relocated their research facilities to the valley.

“Many of Idaho’s largest food manufacturers similarly spent millions building or expanding plants to be close to the supply chain, said Ethan Mansfield, economist for the Idaho Department of Labor. Glanbia, Chobani, and other recent Idaho additions are here because the state’s dairy center.”

These expansions have increased the need for research technicians and supervisory personnel, CSI is responding to the requests from the industry to educate the workforce they currently need and plan to increase into the future. “Growing their own” has been the mantra for these companies as the only way they can fill their positions. Almost all of them have college tuition reimbursement plans to support and encourage their employees to continue their education. They need people with the skills this program will provide to fill current and future positions.

Many of CSI’s expected student body are currently employed in the industry and would like to advance in their career. The most frequent opportunities occur in supervision or management positions and require the candidate to have a Bachelor’s degree. A great number of potential students are place bound due to their current positions or family obligations. This program will allow students who are working full-time and have family commitments to take classes on a part-time basis and achieve their career goals. CSI has reported several currently enrolled students have expressed an interest in this program. They are currently looking at online programs that do not have a food science emphasis and feel that a BAS in CSI’s Advanced Food Technology program will help them advance in their current positions.

IMPACT

The impact to the food manufacturing companies in Region IV would be significant; CSI is responding to the requests from the industry to educate the workforce they currently need and plan to increase into the future.

ATTACHMENTS

Attachment 1 – Proposal – BAS in Advanced Food Technology
Attachment 2 – Letters of Support

STAFF COMMENTS AND RECOMMENDATIONS

The proposed BAS in Advanced Food Technology is listed in CSI’s draft Three-Year Plan, which is scheduled for approval at the Board’s August meeting with a proposed implementation date of Fall 2019. As provided in Board Policy III.Z, no institution has the statewide program responsibility for applied baccalaureate

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 21, 2018

programs. Each institution has a service region program responsibility consistent with Board Policy III.Z to assess and ensure the delivery of all educational programs and services necessary to meet the educational workforce needs within its assigned service region. Currently, community colleges are not included in the Academic Service Regions for the responsibility of offering undergraduate (baccalaureate) degrees. Proposed amendments in Board Policy III.Z will be considered by the Board at the June meeting to provide for community colleges in the Academic Service Regions to serve alongside the four-year institutions in sharing responsibility for meeting undergraduate program needs.

CSI has identified a need in Region IV for an applied baccalaureate degree in Advanced Food Technology. Currently CSI offers an Associate of Applied Science and Intermediate Technical Certificate in Food Processing Technology. No institution is offering a BAS in Advanced Food Technology. It can also be noted that Idaho State University has expressed interest in exploring possibilities to collaborate with CSI on this program.

The proposal completed the program review process and was shared with the Council on Academic Affairs and Programs on May 24, 2018 and with the Committee on Instruction, Research, and Student Affairs on June 7, 2018. The proposal has also been reviewed by the State Division of Career-Technical Education and recommends approval.

Staff recommends approval, as this aligns with the mission of the institution to deliver technical training that is responsive to workforce needs. The degree is not an academic baccalaureate degree; and therefore would not conflict with program delivery responsibilities outlined for four-year institutions in Board Policy III.Z.

BOARD ACTION

I move to approve the request by the College of Southern Idaho to create a new program that will award a Bachelor of Applied Science in Advanced Food Technology in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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

Rationale for Creation or Modification of the Program

- 1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

The College of Southern Idaho currently offers Food Processing Technology and Automation Engineering Technology programs. The college offers a Basic Technical Certificate, Intermediate Technical Certificate, and Associates of Applied Science in each. The new Bachelors of Applied Science (BAS) In Advanced Food Technology will leverage the current programs to fill a gap in the local workforce. Existing programs will help create the BAS pathway for students who want upward mobility in the industry.

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

"Milk is Idaho's top commodity based on market receipts, making the dairy sector the leader in food processing. Seventy-five percent of the state's dairy cows are in south-central Idaho leading to the cluster of dairy manufactures in the region. The concentration of food processing in southern Idaho is 6.5% greater than the national average. The average food processing wage in south central Idaho is \$53,971 – 35 percent higher than the average wage of all Idaho jobs at \$40,061."--*Food Processing Industry in Idaho, Idaho Department of Labor*

Between the last half of 2016 and the second quarter of 2017, south-central Idaho increased manufacturing jobs by 4.8% for a total of 10,100 employees in the food sector. The rest of the state grew manufacturing jobs 2.8%. --*Idaho Department of Labor*

- a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

1. Production Supervisor
2. Quality Manager
3. Maintenance or Controls Supervisor and Managers
4. Sanitation Manager
5. Supply Chain Logistics
6. Transportation and Warehousing

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	Food Manufacturing – 2007 – 2017 -58% increase in Jerome County, 48% increase in Twin Falls County, 41% increase in Minidoka County, 18% increase in Gooding and Cassia Counties		
State	First Line Supervisors - 46% increase change from 2007 – 2017, Operations Managers – 45% increase change from 2007 - 2017		
Nation		210,800 job openings (2016-2026) for General and Operations Managers, 59,500 job openings for first line supervisors	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

Unemployment in the Magic Valley is currently at 2.4%. A cursory look through the employment advertisements show many of our food manufacturing companies have multiple open positions, many are for front line supervisors and require a Bachelor’s degree. The company representatives that make up our advisory board frequently discuss the hardships of hiring employees who have the necessary education and managerial skills.

The following companies have announced expansions and or plan to hire additional employees: Clif Bar, Chobani, Novolex, McCain Foods, and Fabri-Kal. At a recent Technical Advisory Board meeting for our Food Processing and Automation Engineering programs; a survey was circulated asking local industry if there was a need for BAS in Food Manufacturing and what the student learning outcomes of the program should look like. Companies including: Chobani, Idaho Milk Products, Southern Idaho Foods, McCain Foods, Commercial Creamery, Agropur, Amalgamated Sugar, and Clif Bar all responded with a positive response. (See Appendix 1. Survey Results)

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey was used, please attach a copy of the survey instrument with a summary of results.

Many of CSI’s expected student body are currently employed in the industry and would like to advance in their career. The most frequent opportunities occur in supervision or management

positions and require the candidate to have a Bachelors Degree. A great number of our potential students are place bound due to their current positions or family obligations. This program will allow students who are working full-time and have family commitments to take classes on a part-time basis and achieve their career goals. Several of our currently enrolled students have expressed an interest in this program. They are currently looking at online programs that do not have a food science emphasis and know a BAS in CSI's Advanced Food Technology program will help them advance in their current positions.

- c. **Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The number of company's moving or expanding in south-central Idaho has continued to increase; Chobani, Glanbia, and McCain Foods have not only moved or expanded their production facilities they have also moved their research facilities to the valley.

"Many of Idaho's largest food manufacturers similarly spent millions building or expanding plants to be close to the supply chain" said Ethan Mansfield, economist for the Idaho Department of Labor." Glanbia, Chobani, and other recent Idaho additions are here because the state's dairy center."

These expansions have increased the need for research technicians and supervisory personnel, the College is responding to the requests from the industry to educate the workforce they currently need and plan to increase into the future. "Growing their own" has been the mantra for these companies as the only way they can fill their positions. Almost all of them have college tuition reimbursement plans to support and encourage their employees to continue their education. They need people with the skills this program will provide to fill current and future positions.

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

Current students, working in food production, want to advance their career goals and currently do not have that opportunity. CSI's program will provide the opportunity to stay in the area and achieve their educational goals.

- e. **If Associate's degree, transferability:** NA

- 3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

CSI's program is unique to the area. Although other colleges/universities in the state, and in surrounding states have Food Science, Business, or Supply Chain Management programs none have a program that combines these topics and allows students to apply the skills as part of their education. Other programs are designed for the more traditional student, this program is designed for part-time students who are currently working. In addition, this program is focused on the applied skills that students will use on the first day on the job.

Similar Programs offered by Idaho public institutions (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
College of Southern Idaho	Bachelors of Applied Science – Advanced Food Technology	Advanced Food Technology – the program is designed to provide an understanding of all aspects of food processing with emphasis on quality management and logistics.

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted
NA		

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

There are no other programs in the state.

5. **Describe how this request supports the institution’s vision and/or strategic plan.**

The College of Southern Idaho’s mission includes the following goals and objectives that align with the request for a Teacher Certification program on our campus:

GOAL 1: COMMUNITY SUCCESS As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

Objective A: Strengthen the social fabric in the communities we serve.

Objective B: Cultivate economic partnerships across the communities we serve.

Objective C: Meet the workforce needs of the communities we serve.

GOAL 2: STUDENT SUCCESS As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

Objective A: Foster participation in postsecondary education.

Objective B: Reinforce a commitment to instructional excellence.

Objective C: Support student progress toward achievement of educational goals.

Objective D: Provide evidence of achievement of student learning outcomes.

Objective E: Offer opportunities for student engagement that go beyond the classroom.

CSI will also commit to the same level of excellence in educational practices extant in all of our programs. CSI will use data to constantly improve and monitor the program much as it does for all workforce programs, measuring retention, completion, and post-graduation employment statistics.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The existing Food Processing program has a robust industry advisory group that has, and will continue to help shape the curriculum of the BAS. In addition, all CSI programs complete an annual program review; the process includes an analysis of program learning outcomes, enrollment trends, employment data, and a review of system level outcomes. The College is also accredited by the Northwest Commission on Colleges and Universities.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B**.
8. **Teacher Education/Certification Programs** All Educator Preparation programs require review from the Professional Standards Commission (PSC) and approval from the Board. In addition to the proposal form, the Program Approval Matrix (**Appendix C**) is required for any new and modifications to teacher education/certification programs, including endorsements. The matrix must be submitted with the proposal to OSBE and SDE using the online academic program system as one document.
9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes No

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

- a. **Describe why the proposed program is not on the institution's five year plan.**
When did consideration of and planning for the new program begin?
- b. **Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

The food manufacturing industry is currently growing at a rapid pace in the Magic Valley. With the low unemployment and addition of new jobs the industry needs more trained personal to fill positions as soon as possible. The advisory has agreed that students with the skills gained in this program will find employment quickly. In fact, many of the potential students are currently working in the facility but would be promoted if they were able to gain these skills.

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

The College of Southern Idaho is committed to respond to workforce needs in our local industry and the need for students to find gainful employment. The BAS will fill a gap in our local food processing industry, helping them to grow and evolve as well as providing opportunities for students. Management positions in the food manufacturing industry pay a competitive wage allowing local families to thrive.

- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
NA
- iv. Is the program request or program change in response to accreditation requirements or recommendations? NA
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements? NA

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program 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.	62
Credit hours in required courses offered by other departments:	10
Credit hours in institutional general education curriculum	36
Credit hours in free electives	12
Total credit hours required for degree program:	120

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

The program includes eight credits of internship, four in the junior and senior year. Many of our students will be working in the industry and the internship credits and student learning outcomes will be individually developed for each student. The intent is to allow students to work directly with their employers to develop a meaningful internship experience. For students not currently working in the field, our instructors will work with the student and local industry to develop a meaningful internship.

Bachelors of Applied Science – Advanced Food Technology

Year One

FPTC 101 - Overview of the Food Industry	1	FPTC 140 - Intro to Food Technology & Processing	4
FPTC 130 - Sanitation in Food Processing	3	FPTC 165 - Lean Manufacturing	3
FPTC 160 - Safety in the Food Processing Industry	3	FPTC 170 - Intro of Equipment in Food Processing	4
GNEC 101	3	COMM 101 or COMM 209	3
MATH 143 – College Algebra	3	SOCY 105 – Human Relations	3
Total	13	Total	17

Year Two

ENGL 101 – English Comp 1	3	BIOL 221 – Introductory Microbiology	4
FPTC 135 – Controls & Instrumentation	3	ENGL 102 – English Comp 2	3
FPTC 142 – PLC Systems 1	3	ECON 201 – Principles of Macroeconomics	3
CHEM 111 – Principles of Chemistry 1	5	FPTC 250 – Machine Maintenance	3
		Elective	3
Total	14	Total	16

Year Three

Elective	3	FOOD 380 – Food Processing Projects	4
FOOD 370 – Adv. Food Technology and Processing	4	FOOD 378 – Diagnostics and Troubleshooting	3
Gen Ed Humanities	3	FOOD 410 - Internship	4
Business or Technical Communications	3	BUSA 207 – Bus Statistics for Decision Making	3
FOOD 374 – Auditing of Food Plants	4	Wellness	2
Total	17	Total	16

Year Four

FOOD 401 – Food Chemistry and Toxicology	4	FOOD 402 – Production and Supply Chain Management	3
FOOD 400 – Leadership and Ethics	3	FOOD 350 – Food Quality Management	4
FOOD 410 - Internship	4	Elective	3
Elective	3	Gen Ed Humanities	3
Total	14	Total	13

11. Program Intended Learning Outcomes and Connection to Curriculum.

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

Students will be able to:

Develop effective communication skills:

- Present technical data in a clear and concise manner.
- Demonstrate respect for others and effectively manage co-workers and direct reports in a manufacturing environment.
- Demonstrate the highest standards of integrity and ethics while providing leadership and guidance.

Develop critical thinking skills:

- Apply the skills learned in science, math, and program classes to analyze and troubleshoot manufacturing challenges.
- Summarize and critically discuss current affairs in food manufacturing and food science.
- Manage and apply business related skills to understand the legal and ethical issues in a business environment.

Develop Food Manufacturing Knowledge:

- Evaluate the importance of sanitation, food safety, food quality, and equipment maintenance in production of a consumer safe product.
- Demonstrate how different unit operations and instrumentation interact to produce a consistent product.
- Demonstrate the importance of corrective actions and continuous improvement.

12. Assessment plans

- a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

Program learning outcomes are assessed using multiple methods; including capstone projects, internships, and skill demonstrations.

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Course level outcomes are assessed at the end of each semester; results are used to improve instructional methods. Program outcomes are currently assessed at the completion of the AAS. Additional assessment methods will be used to assess the junior and senior level program outcomes. Student performance and input from industry will be used to continually improve the program.

- c. Measures used.** What direct and indirect measures will be used to assess student learning?

Students have the opportunity for indirect assessment at the end of each semester with access to an online course evaluation system. Direct assessment occurs through the evaluation of projects, comprehensive exams, portfolio work, and internship feedback. In addition, Technical Advisory Committee meet twice yearly and give program managers feedback with regards to our graduates.

d. **Timing and frequency.** When will assessment activities occur and at what frequency?

Assessment activities occur at the end of every semester.

Enrollments and Graduates

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

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU								
ISU								
UI								
LCSC								

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name:											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY19 (first year)	FY20	FY21	FY22	FY23	FY24	FY19 (first year)	FY20	FY21	FY22	FY23	FY24
10	13	16	20	20	20				5	8	10

number of graduates for the proposed program:

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

The BAS is a new program for CSI and is expected to grow over time, accordingly our estimates are low. Currently we plan to enroll 20 students, as the program grows and evolves additional classes and sections can be opened as needed.

- 16. Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

No minimums have been determined to date.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

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

The existing Food Processing and Automation Engineering program have sufficient equipment that will be used in the new program. In addition, our local industry has indicated a willingness to donate necessary equipment.

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

The Food Processing and Automation Engineering programs currently has a lab and several classrooms available in the Applied Technology Innovation Center on the CSI campus. Furthermore, the non-specific food manufacturing classes are also taught on campus and so have the necessary physical resources.

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

No additional resources are needed.

18. Library resources

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

No additional library resources will be needed.

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

No new library resources will be needed.

19. Personnel resources

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

The College has the necessary personnel to accommodate the additional students, without adding new sections. New upper division courses will also be taught by existing instructors.

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

The current Food Processing Program manager will assume responsibility for the new program. The BAS program will continue to fall under the guidance of the Agriculture department the same Dean, Department Chair and administrative resources.

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

The program builds on some existing courses that are not at capacity so will be taught by current faculty. The new upper division courses will also be taught by existing instructors who will be reassigned from areas where enrollment is trending down.

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

NA

20. Revenue Sources

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?
- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No state funds are allowed to support this program.

- c) **Non-ongoing sources:**
- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?
 - ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

Tuition Cost will be approximately \$4200 per year, as determined by the CSI Board of Trustees.

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

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Program Resource Requirements.

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

- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 19	FY 20	FY 21	FY 22
A. New enrollments	10	13	16	20
B. Shifting enrollments	10	20	22	37
Total Enrollment	20	33	38	57

II. REVENUE

	FY 19	FY 20	FY 21	FY 22
1. New Appropriated Funding Request	On-going	On-going	On-going	On-going
2. Institution Funds	One-time	One-time	One-time	One-time
3. Federal				
4. New Tuition Revenues from	\$88,200.00	\$134,400.00	\$163,380.00	\$206,640.00

Increased Enrollments									
5. Student Fees									
6. Other (i.e., Gifts)									
Total Revenue	\$0	\$88,200	\$0	\$134,400	\$0	\$163,380	\$0	\$206,640	

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.

III. EXPENDITURES

	FY 19	FY 20	FY 21	FY 22
A. Personnel Costs				
1. FTE				
2. Faculty	\$34,320.00	\$34,320.00	\$50,000.00	\$60,000.00
3. Adjunct Faculty		\$30,000.00	\$36,000.00	\$44,000.00
4. Graduate/Undergrad Assistants				
5. Research Personnel				
6. Directors/Administrators	2400	2400	\$2,400.00	\$2,400.00
7. Administrative Support Personnel	4100	4100	\$4,100.00	\$4,100.00

8. Fringe Benefits	\$ 23,707	\$ 30,007	\$36,560.00	\$40,340.00
9. Other:				
Total Personnel and Costs	\$0	\$64,527	\$0	\$150,840
	FY 19	FY 20	FY 21	FY 22
B. Operating Expenditures				
1. Travel	On-going	One-time	On-going	One-time
		\$4,000.00	\$8,000.00	\$10,000.00
2. Professional Services				
3. Other Services				
4. Communications				
5. Materials and Supplies		\$10,500.00	\$19,500.00	\$23,500.00
6. Rentals				
7. Materials & Goods for Manufacture & Resale				
8. Miscellaneous				
Total Operating Expenditures	\$0	\$14,500	\$27,500	\$33,500
	FY 19	FY 20	FY 21	FY 22

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

30	Tuition is based on \$140 per credit,
51	Year one salary is based on 1/3 time of existing faculty, moving to 90% in the third year and 100% in year four.
53	Adjunct Faculty are hired in year two and increase as the number of students grow.
59, 61	.001 % of Administrative, Student Services and IT have been allocated to the program
63	Benefits are based on 2.1% plus health insurance.
75,79,83	General and operating expenses are deemed ordinary and necessary for instruction.
116	Maintenance and operation cost per square foot of building utilized for instruction is applied at \$8.38 per S.F.

Appendix 1. Employer Survey



Technical Advisory Advanced Food Processing Survey Results

Survey Questions –

1. **Would you find a Technical Bachelors useful in your facilities?** 11 - Yes 1 - No
If so, what kinds of positions would these students hold? (general descriptions are fine).

Summary of Answers:

Automation/Maintenance/Programmers/PLC, etc.

Quality Assurance/Lab/Quality Control

Consultants

Documentation

Production/Operations

Sanitation

Safety

Environmental and Health Personal

Responses included a mix of operators, supervisors and manager level positions within these departments.

2. **How many credits would you expect to be in upper division types of classes?**

Responses varied from as low as 20 to as high as 120.

3. **Assuming they have completed the AAS in Food Processing or Automation Engineering – what additional coursework would be beneficial? What level of math would you want to see them take?**

Basic Math – (percentages, fractions, dilutions, logarithmic scales, metric conversions etc) – 3

Algebra – 4

Geometry - 2

Calculus – 5

Calculus 2 – 1

Statistics - 1

(some listed multiple math levels)

4. **What types of sciences would you like them to have taken?**

Biology - 3

Microbiology - 4

Chemistry - 10

Animal Science - 1

Physics - 6

Mechanical Engineering - 1
Food Science/Chemistry – 1
Nutrition – 1
Environmental Science - 1
(some listed multiple science classes)

5. Which of the following broad categories of course work do you feel are beneficial, required or neither?

Additional Food Processing or Automation classes 12 - Required 0 - Beneficial 0 - Neither
 (Sanitation, Food Safety, Electronics, PLCs)

Plant Utilities (HVAC, Boilers, etc.) 6 - Required 6 - Beneficial 0 - Neither

General Business 4 - Required 8 - Beneficial 0 - Neither

Operations / Project Management 7 - Required 5 - Beneficial 0 - Neither

Economics (Micro or Macro) 1 - Required 9 - Beneficial 2 - Neither

Technical / Business Writing 6 - Required 5 - Beneficial 1 - Neither

Social Science 2 - Required 5 - Beneficial 5 - Neither

(Political Science, Sociology, Psychology, History, etc.)

Ethics 6 - Required 4 - Beneficial 2 - Neither

Leadership or Leadership Experience 9 - Required 3 - Beneficial 0 - Neither

Humanities 1 - Required 3 - Beneficial 8 - Neither

(Mythology, Intro to Literature, Foreign Languages, Theatre, etc.)

Marketing 1 - Required 7 - Beneficial 3 - Neither

HR Law / Environmental Law 0 - Required 11 - Beneficial 1 - Neither

Any other classes you can think of?

Communication - 1 - Required 2 - Beneficial 0 - Neither

Microsoft Excel/Word 1 - Required 0 - Beneficial 0 - Neither

Basic Computer Science 1 - Required 0 - Beneficial 0 - Neither

Appendix 2. Support Letters



McCain Foods USA, Inc.

218 West Highway 30 Burley, ID 83318
(208) 678-9431 Fax (208) 678-6722

April 2, 2018

To whom it may concern;

I am writing on behalf of McCain Foods to express our support of the College of Southern Idaho establishing an accredited Technical Bachelors Program in Food Processing. McCain Foods has been an inaugural sponsor of the Food Processing program at CSI. We see a strong need to provide specialized training for students and potential employees in the discipline of food manufacturing.

Currently there is a gap between the technical certificate and the bachelor's degree. Students who wish to pursue an advanced degree are forced to leave the area or make the hard choice of staying home and not having opportunities due to the lack of a bachelor's degree.

Part of our qualifications for management roles is a bachelor's degree. Therefore, we are forced to recruit candidates from outside the region. It may also lead us to overlook some potentially qualified individuals who were unable to leave the area for various reasons to pursue an advanced education.

We see the opportunity for students to achieve applied skills and have the option of pursuing more advanced education as a win for industry, the students, and the region. Therefore, we respectfully request serious consideration for granting the College of Southern Idaho's request for a bachelor's program.

Respectfully,

A handwritten signature in blue ink that reads "Jeff D. McCray". The signature is fluid and cursive, with a long horizontal flourish at the end.

Jeff D. McCray
Plant Manager, McCain Foods

SALLY TOONE
DISTRICT 26
GOODING, BLAINE,
CAMAS & LINCOLN COUNTIES



HOME ADDRESS
2096 EAST 1500 SOUTH
GOODING, IDAHO 83330
HOME: (208) 934-8114
OFFICE: (208) 332-1032
EMAIL: stoone@house.idaho.gov

House of Representatives State of Idaho

March 29, 2018

To Whom It May Concern,

I write this letter in support of the College of Southern Idaho (CSI) and their request to offer two four-year degree programs on their Twin Falls Campus. The College of Southern Idaho has been an integral part of our communities in the Magic Valley since its creation. They have always stepped up to meet the community and business needs throughout the valley. They have always been a partner to all of us in the Valley.

The addition of an Advanced Food Management and Teacher Preparation program will be an excellent opportunity for workforce members in our area. With recent data about the future shortage of a skilled workforce for the economic growth of Southern Idaho, the programs will offer many new companies the perfect area for their business, whether through expansions or brand new. The College of Southern Idaho offers the area a great partner to each of our communities.

The Advance Food Management program will allow our extensive agricultural basis to explore and create many new opportunities for advancement as seen with recent partnerships with Chobani and Glanbia. The nationwide teacher shortage has not escaped Idaho or the Magic Valley. A new Teacher Preparation program would offer a small solution to this national problem with home grown students receiving degrees and staying home. The opportunity to partnership with other 4-year programs also becomes a possibility.

I would encourage you to consider these new programs through the College of Southern Idaho. They would be an asset to the entire region. Thank you for your consideration of this and please contact me if you have any other questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Sally Toone".

Rep. Sally Toone
Idaho State Representative-Dist. 26



3/26/2018

From: John F. Shaw, Jr., Plant Manager – Commercial Creamery Company
RE: Food Processing Bachelors Program for College of Southern Idaho

To Whom It May Concern:

I am writing to you in support of the application for a Food Processing Bachelors Program at The College of Southern Idaho (CSI). As a recent transplant to Southern Idaho I know that we have a great opportunity to increase the skill level of our employees, especially as it relates to Food Processing (FP). The skills gap in the area is real and, with low employment, the FP companies in Southern Idaho are challenged to find qualified people to hold key positions.

Our company, like many in the industry, are expanding, which will make it increasingly more challenging to attract qualified personnel.

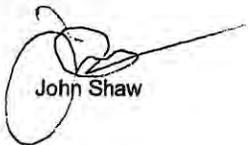
As a member of the Food Processing and Automation Engineering Advisory Board at CSI I have seen first-hand the potential opportunity that CSI has to fill a local, regional and industry need. CSI is uniquely positioned to play an important role.

As you are aware, the program would be focused on applied skills not necessarily theoretical skills, and students will be receiving industry recognized certifications that they can use as soon as they graduate. The program will be focused on local students, many of whom already work in the FP industry. Keeping students in the local area will help to ensure they pursue careers in the local area where there are plenty of jobs in the FP industry.

We have a very strong advisory board made up of FP industry leaders that will help formulate the curriculum and supplement the equipment and laboratory facilities, so students will gain applicable skills. We will also be able to provide industry specific opportunities for students.

For these reasons and more I strongly advise you to approve the Food Processing Bachelors program at the CSI campus. I understand that offering a Bachelors program at a Community College may be new for the state of Idaho. However, coming from another state I believe that it is not unusual for other areas of the country and I believe that this is a key role of a regional Community College. Thank you, for your consideration.

Regards,



John Shaw

218 South Birch Street
Jerome, ID 83338
www.cheesepowder.com

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 21, 2018

SUBJECT

Board Policy III.C. "Graduate Medical Education Committee" First Reading

REFERENCE

January 2009	Idaho State Board of Education (Board) approved recommendations from the report of the Board's Medical Education Committee (MEC) and forwarded report to the Governor and Legislature
April 2009	Board approved implementation of ten recommendations from the MEC report
August 2012	Board received update and discussed status of implementation of the MEC's recommendations
December 2016	Board accepted the findings and recommendations of its MEC and forwarded the report to the Governor
August 2017	Board approved FY2019 line item request for Health Education Programs which included \$5.239 million in additional funding to launch a 10-year, comprehensive Graduate Medical Education (GME) plan
December 2017	Board approved GME 10-year plan and forwarded plan to the Governor
April 2018	Board directed staff to revise the December 2017 GME 10-year plan, in coordination with members of the Idaho medical community and other stakeholders, to adapt the plan to the FY2019 appropriation for Health Education Programs.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 3 (Workforce Alignment), Objective B (Medical Education)

BACKGROUND/DISCUSSION

The proposed policy establishes the committee and its purpose. The committee will play a vital role in the further refinement of the 10-year General Medical Education (GME) plan, the development of recommendations to the Board on the implementation of the plan. The Committee will be an essential catalyst in the Board's efforts to address the statewide need for producing—and retaining—physicians and their associated health care provider teams to serve all areas of Idaho.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 21, 2018

The development and implementation of the Board's Graduate Medical Education (GME) initiatives for FY2018 and the subsequent creation and coordination for the Board's strategic 10-year Graduate Medical Education plan, which received \$2,068,000 in funding in the FY2019 budget enacted in March 2018, was made possible by the support of a team of the Idaho's residency program directors, the Idaho Medical Association, and other subject matter experts and stakeholders. This team, which operated as an "ad hoc" advisory committee to the Board, continues to support the Board's initiative, and will be essential to the process of updating and implementing the FY2019—and future years'—components of the plan. The proposed Board policy will codify this committee as the "GME Committee" (Committee) and recognize the enduring role of the group.

IMPACT

The Committee will provide updates and develop plans as directed by the Board, and will keep the Board apprised of needs and activities involving Graduate Medication Education in the state.

ATTACHMENTS

Attachment 1 – Propose Board Governing Policy and Procedures, Section III.C.

STAFF COMMENTS AND RECOMMENDATIONS

The proposed Board policy for the GME Committee, by intention, allows flexibility in the membership and the range of activities which may be undertaken by the team at the Board's request. This reflects the dynamic—and growing—scope of activities and participating entities in the GME effort. The policy also notes that the Committee may be called upon to support non-GME healthcare initiatives that may complement residency matters, for example, in providing advice to the Board on options for addressing other issues and recommendations identified in the Board's 2016 MEC report to the Governor. The diverse membership of the Committee, comprised of highly experienced and highly credible leaders from Idaho's medical community, will provide synergy among GME plan elements and will facilitate coordination with health care organizations in all regions of the state.

The draft Committee operating guidelines at Attachment 2 have been distributed and vetted by the prospective members of the Committee—and the draft has been strongly supported by the GME team.

Among the key initial actions of the Committee will be to support the Board staff in developing the Health Education Programs budget request for FY2020, and in presenting an updated 10-year GME plan (for FY2020-2029) not later than October 2018, as directed by the Board at its April 2018 meeting.

Staff recommends approval.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 21, 2018

BOARD ACTION

I move to approve the first reading of proposed Board Policy III.C. as provided at Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: C. Graduate Medical Education Committee

August 2018

1. Purpose

The purpose of the Graduate Medical Education Committee (Committee) is to provide recommendations to the Board on ways to enhance graduate medication in the state of Idaho and the development, implementation, and monitoring of the Board's graduate medical education short and long-term plans. The Committee shall report to the Board through the Instruction, Research and Student Affairs Committee.

2. Committee Membership

- a. The Committee shall be made up of no more than thirty (30) members at any one time and shall, at a minimum, consist of:
 - i. The program director (or designee) from each of the residency training programs in Idaho which receive state funding;
 - ii. One representative from each of the three primary medical schools which collaborate with the state in providing undergraduate medical training;
 - iii. One or more representatives from the Idaho Medical Association;
 - iv. One or more representatives from the Idaho Hospital Association;
 - v. One representatives from each of the Idaho graduate medical education teaching hospitals; and
 - vi. One representative from the Office of the State Board of Education.

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for five years, commencing on July 1st. All members of the Committee shall have equal voting privileges. Appointments to vacant positions during the previous incumbent's term shall be for the remainder of the open term.

- b. The Committee shall elect officers, to include a chairperson and vice-chairperson. Officers are elected to a two (2) year term. No officer may serve more than two (2) consecutive terms.

3. Nominating Process

The Committee shall nominate candidates for membership for Board consideration. The list of candidates including letters of interest and biographical information must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of a committee member, or within 30 days after any vacancy.

a. Incumbent Reappointment

If the incumbent candidate is interested in reappointment and is eligible to continue serving based on the Committee's current membership structure, the incumbent will provide in writing his or her interest for reappointment, which will be forwarded to the Board for consideration.

b. Open Appointment

- i. Committee members shall solicit nominations from all constituency groups.
- ii. Each nominee must provide a written statement expressing his or her interest in becoming a member of the Committee. Each nominee must also provide a description of his or her qualifications.
- iii. The Committee will review all nominations for the vacant position and will forward the qualified candidates with recommendations to the Board for consideration.

The Board may, after a review of nominee's pursuant to the process described herein, consider other candidates for Council membership identified by the Board or its staff.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 21, 2018

SUBJECT

Board Policy III.E. Certificates and Degrees – First Reading

REFERENCE

October 2002	Board approved the first reading of amendments to Board Policy III.E.
December 2002	Board approved the second reading of amendments to Board Policy III.E.
December 2013	Board approved first reading of amendments to Board Policy III.E.
February 2014	Board approved the second reading of amendments to Board Policy III.E.

APPLICABLE STATUTES, RULE OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 2 (Educational Attainment), Objective A (Higher Level of Educational Attainment)
Goal 3 (Workforce Readiness), Objective A (Workforce Alignment)

BACKGROUND/DISCUSSION

Board Policy III.E provides definitions of certificates and degrees for academic and career technical education programs offered by Idaho's eight public institutions. The Board has not reviewed definitions for academic programs since 2002. The proposed amendments will update the definition of a baccalaureate degree to clarify that coursework may include academic and technical courses.

IMPACT

Proposed amendments will recognize those institutions with a technical mission can deliver a baccalaureate degree that has a hybrid academic-technical curriculum, which is different from most baccalaureate degree programs that maintain only an academic component.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy III.E.-First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The Council on Academic Affairs and Programs reviewed the proposed policy amendments at their May 24, 2018.

Staff recommends approval.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 21, 2018

BOARD ACTION

I move to approve the first reading of proposed amendments to Board policy III.E. Certificates and Degrees as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

E. Certificates and Degrees

February 2014

1. Definitions

Programs of instruction require specified numbers of credits earned through educational work on the part of students. Completion of the program of instruction results in the awarding of a certificate to or conferring of a degree upon the student by the faculty and the Chief Executive Officer. The following definitions have been approved by the Board:

a. CERTIFICATES:

i. Academic Certificate

A credential awarded for completion of a coherent program of study consisting of seven (7) semester credits or more, representing a coherent body of knowledge that does not lead to a degree.

ii. Academic Certificate of Completion

A credential awarded for completion of a coherent program of study consisting of six (6) semester credits or less, representing a coherent body of knowledge that does not lead to an academic certificate or a degree.

iii. Technical Certificate of Completion

A professional-technical credential awarded by the institution consisting of seven (7) semester credits or less that represents mastery of a defined set of competencies

iv. Basic Technical Certificate

A credential awarded for completion of requirements in an approved professional-technical program of at least eight (8) semester credit hours and represents mastery of a defined set of competencies.

v. Intermediate Technical Certificate

A credential awarded for the completion of requirements in an approved professional-technical program of at least 30 semester credit hours and represents mastery of a defined set of competencies.

vi. Advanced Technical Certificate

A credential awarded for completion of requirements in an approved professional-technical program of at least 52 semester credit and represents mastery of a defined set of competencies.

b. ASSOCIATE OF APPLIED SCIENCE DEGREE: A credential awarded for completion of requirements in an approved professional-technical program of at least 60 semester credits (includes a minimum of 15 general education credits)

and represents mastery of a defined set of competencies. An Advanced option may be awarded for additional credits of at least 15 credit hours that are beyond the A.A.S. degree.

- c. ASSOCIATE DEGREE: A credential awarded for completion of requirements entailing at least two (2) but normally less than four (4) years of full-time academic work.
- d. BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least four (4) years of full-time academic and career technical course-work. Included are the Bachelor of Applied Science (BAS) and Bachelor of Applied Technology (BAT) degrees.
- e. MASTER'S DEGREE: A credential awarded for completion of requirements entailing at least one (1) but normally not more than two (2) years of full-time academic work beyond the baccalaureate degree, including any required research.
- f. SPECIALIST DEGREE: A credential awarded for completion of requirements entailing at least two (2) but normally not more than three (3) years of full-time academic work beyond the baccalaureate degree.
- g. DOCTORAL DEGREE: A credential awarded for completion of requirements entailing at least three (3) years of full-time academic work beyond the baccalaureate degree, including any required research.

2. Academic and Professional-Technical Credit Hour Requirements

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- a. One (1) hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- b. At least an equivalent amount of work as required in paragraph (a) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

3. Requirements for Certificate or Degree

Each institution will establish the number of earned credits required for each certificate or degree. The requirements may differ from the general requirements specified in the

definitions, but all credit requirements must receive approval in accordance with the program approval policies provided in III.G. Institutional catalogs will specify the required number of earned credits for each certificate or degree.

4. Authorization Required

Programs offered at the institution, as well as the certificates and degrees to which they lead, are subject to review and approval in accordance with the program approval policies provided in III.G. A certificate or degree conferred upon the student is conferred under the authority of the Board.

5. Authorized Certificates and Degrees

A current listing of authorized certificates and degrees awarded by each institution is maintained at the institution by the Chief Executive Officer and for all institutions at the Office of the State Board of Education.

6. Honorary Degrees

Each institution, except Eastern Idaho Technical College, may award honorary degrees, not to exceed the highest level of Board-authorized degrees currently awarded by the institution, to persons in recognition of distinguished achievements at the local, state, or national level in areas such as education, public service, research, sciences, humanities, business, or other professions. The award of an honorary degree must receive the prior approval of the Chief Executive Officer upon recommendation by the faculty.

Each institution will develop its own procedures for seeking nominations for and selecting honorary degree recipients. Those procedures may include a statement of eligibility requirements for honorary degrees. However, no person who is currently employed by the institution, is a member of the Board or the Board's staff, or is an incumbent elected official is eligible for an honorary degree during the term of employment, appointment, or office.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 21, 2018

SUBJECT

Board Policy III.Y. Advanced Opportunities – First Reading

REFERENCE

April 2012	Board approved the first reading of amendments to Board Policy III.Y.
June 2012	Board approved the second reading of amendments to Board Policy III.Y.
February 2014	Board approved the first reading of amendments to Board Policy III.Y.
April 2014	Due to the large number of changes between first and second reading, Board approved the amendments as a second first reading.
June 2014	The Board did not approve the second reading of amendments to Board Policy III.Y and directed Board Staff to prepare another first reading of policy.
October 2014	Board approved the first reading of amendments to Board Policy III.Y.
February 2015	Board approved the second reading of amendments to Board Policy III.Y.

APPLICABLE STATUTES, RULE OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 1 (Educational System Alignment), Objective B (Alignment and Coordination)
Goal 2 (Educational Attainment), Objectives A (Higher Level of Educational Attainment) and B (Timely Degree Completion)

BACKGROUND/DISCUSSION

The Advanced Placement® Program, as defined in Board Policy III.Y. Advanced Opportunities, is administered by The College Board and allows a high school student to “earn college credit by scoring well on the national AP exams”. Current policy provides institutions the “discretion to accept the scores from the AP exams to award college credit or advanced standing”.

Proposed amendments include requiring institutions to award academic credit consistently for scores of 3, 4, and 5 on the College Board Advanced Placement (AP) exams. These credits will be accepted to satisfy general education requirements, major requirements, and/or elective credit requirements for degree completion with the option for institutions to award more credit for scores of 4 or 5. Language was also included to require the Board office to review every three years the validity of the credits awarded for the purposes of assessing student performance and preparedness.

IMPACT

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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Approval of the proposed amendment would align the acceptance of AP scores across institutions and create efficiencies. This would also ensure credit transfer for Advanced Placement across institutions.

ATTACHMENTS

Attachment 1 – Board Policy III.Y, Advanced Opportunities –
First Reading

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STAFF COMMENTS AND RECOMMENDATIONS

Board staff and the Council on Academic Affairs and Programs conducted an analysis of AP exam scores for equivalencies across specific courses. Based on that analysis and beginning with the 2019-20 academic year, each institution will award academic credit for scores of 3, 4, and 5 on the College Board Advanced Placement (AP) exams. Moving forward, institutions will be asked to make every effort to align Advanced Placement credits to courses that support graduation and to only award elective credit as an exception.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.Y. Advanced Opportunities as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho are covered by these policies. Postsecondary programs intended for transfer come under the purview of the Board.

1. Purpose

The State Board of Education is committed to improving the educational opportunities available to Idaho citizens by creating a seamless system of public education. The purpose of this policy is to provide program standards for advanced opportunities for secondary students. To this end, the intent of Advanced Opportunities is:

- a. For postsecondary institutions to provide educational programs and training to their respective service regions;
- b. Support and enhance regional and statewide economic development;
- c. Facilitate collaboration between all school levels, including public elementary and secondary schools;
- d. Prepare secondary graduates for postsecondary programs;
- e. Enhance postsecondary goals;
- f. Reduce duplication and provide for an easy transition between secondary and postsecondary education; and
- g. Reduce the overall cost of educational services and training to the student.

2. Definitions

The State Board of Education recognizes four advanced opportunities programs. They are: Advanced Placement®, dual credit, technical competency credit (formerly known as Tech Prep), and the International Baccalaureate program.

a. Advanced Placement® (AP)

The Advanced Placement® Program, administered by the College Board, is a series of courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students may earn college credit by scoring well on the national AP exams. Individual postsecondary institutions have the discretion to accept the scores from the AP exams to award college credit or advanced standing.

b. Dual Credit

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- i. Dual credit are courses allowing high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Dual credit is awarded to a student on his or her postsecondary and high school transcript for the successful completion of a single course. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit courses taught at the high school or on the college campus.
 - ii. Two types of post-secondary credit may be earned: *Academic* and *Technical*. Academic credits apply to postsecondary academic programs and some postsecondary technical programs. Technical credits generally only apply to postsecondary technical programs and are not applicable toward academic postsecondary programs. Students must work closely with their advisor(s) to ensure the credit earned in their dual credit course will apply to their intended postsecondary degree program.
- c. Technical Competency Credit (TCC)
- i. Technical Competency Credit (TCC) allows secondary students to document proficiency in the skills and abilities they develop in approved high school career technical programs to be evaluated for postsecondary transcription at a later date. In addition to the standards outlined in section 4.d below, additional policies of the transcribing post-secondary institution may also apply.
 - ii. Technical Competency Credits are awarded for skills and competencies identified as eligible TCC through a TCC Agreement with at least one Idaho postsecondary institution. Eligible skills and competencies are included in approved high school career technical programs and approved by the postsecondary institution in advance. Students participating in a high school program approved for TCC are not considered postsecondary students until they matriculate to a postsecondary institution.
- d. International Baccalaureate (IB)

Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

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3. Idaho Programs Standards for Advanced Opportunities Programs

All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards which were designed to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs offered to high school students before they graduate. Students must work closely with their advisor(s) to ensure the credit earned in their Advanced Opportunities course will apply to their intended postsecondary degree program.

a. Dual Credit Standards for Students Enrolled in Courses Taught at the High School

Curriculum

Curriculum 1 (C1)	Courses administered through a dual credit program are catalogued courses and approved through the regular course approval process of the postsecondary institution. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description and course content as the postsecondary course.
Curriculum 2 (C2)	Postsecondary courses administered through a dual credit program are recorded on students' official academic record of the postsecondary institution.
Curriculum 3 (C3)	Postsecondary courses administered through a dual credit program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and/or academic department at the postsecondary institution.

Faculty

Faculty 1 (F1)	Instructors teaching college or university courses through a dual credit program must meet the academic requirements for faculty and instructors teaching at a postsecondary institution or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development.
Faculty 2 (F2)	The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty 3 (F3)	Instructors teaching dual credit courses are part of a continuing collegial interaction through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit program administration. This interaction addresses issues such as course

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	content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	High school faculty is evaluated by using the same classroom performance standards and processes used to evaluate college faculty.

Students

Students 1 (S1)	High school students enrolled in dual credit courses are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring postsecondary institution.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.
Students 3 (S3)	Students and their parents receive information about Dual Credit programs. Information is posted on the high school's website regarding enrollment, costs, contact information at the high school and the postsecondary institution, grading, expectations of student conduct, and other pertinent information to help the parents and students understand the nature of a Dual Credit course.
Students 4 (S4)	Admission requirements have been established for dual credit courses and criteria have been established to define "student ability to benefit" from a Dual Credit program such as having junior standing or other criteria that are established by the school district, the institution, and State Board of Education Governing Policies and Procedures.
Students 5 (S5)	Prior to enrolling in a dual credit course, provisions are set up for awarding high school credit, college credit or dual credit. During enrollment, the student declares what type of credit they are seeking (high school only, college only or both high school and college credit). To earn college credit, the student must be enrolled at the post-secondary institution.

Assessment

Assessment 1 (A1)	Students enrolled in dual credit courses are held to the same course content standards and standards of achievement as those expected of students in postsecondary credit only courses.
Assessment 2 (A2)	Every course offered through a dual credit program is annually reviewed by postsecondary faculty from that discipline and dual credit teachers/staff to assure that grading standards meet those in on-campus sections.
Assessment 3 (A3)	Students enrolled in dual credit courses are assessed and awarded credit using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

Program Administration and Evaluation

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Admin & Evaluation 1 (AE1)	The Dual Credit program practices are assessed and evaluated based on criteria established by the school, institution and the State Board of Education to include at least the following: course evaluations by students, follow-up of the graduates who are college or university freshmen, and a review of instructional practices at the high school to ensure program quality.
Admin & Evaluation 2 (AE2)	Every course offered through a Dual Credit program is annually reviewed by faculty from that discipline and Dual Credit staff to assure that grading standards meet those in postsecondary sections.
Admin & Evaluation 3 (AE3)	Students enrolled in dual credit courses are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Admin & Evaluation 4 (AE4)	A data collection system has been established based on criteria established by the high school, institution and State Board of Education to track students enrolled in dual credit courses to provide data regarding the impact of Dual Credit programs in relation to college entrance, retention, matriculation from high school and college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university.
Admin & Evaluation 5 (AE 5)	Costs for high school students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is approved annually at the Board's fee setting meeting and defined in Board Policy V.R. Fees. .
Admin & Evaluation 6 (AE 6)	Agreements have been established between the high school and the postsecondary institution to ensure instructional quality. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, student's costs are established, compensation for the teacher is identified, etc.
Admin & Evaluation 7 (AE 7)	Postsecondary institutions have carefully evaluated how to provide services to all students regardless of where a student is located.

b. Dual Credit Standards for Students Enrolled in Courses at the College/University Campus

A.	The student is admitted by the postsecondary institution as a non-degree seeking student.
B.	The student is charged the part-time credit hour fee or tuition and additional fees as established by the institution.
C.	Instructional costs are borne by the postsecondary institution.

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D.	Four (4) semester college credits are typically equivalent to at least one (1) full year of high school credit in that subject.
E.	As part of the enrollment process, institutions must ensure the student and the student's parent/guardian receive counseling that outlines the risks and possible consequences of enrolling in postsecondary courses, including but not limited to the impacts on future financial aid, and the consequences of failing or not completing a course in which the student enrolls. It is the responsibility of the postsecondary institution to provide advising for all students taking courses on the postsecondary campus.
F.	Students under the age of 16 who are enrolled in a secondary school may seek admission to enroll in courses provided on the postsecondary campus by submitting a petition to the high school principal's office and to the admissions office of the postsecondary institution.

c. Advanced Placement Standards

Advanced Placement (AP) courses are taught by high school teachers following the curricular goals administered by The College Board. These courses are academically rigorous and conclude with the optional comprehensive AP exam in May. Students taking AP courses accept the challenge of a rigorous academic curriculum, with the expectation of completing the complex assignments associated with the course and challenging the comprehensive AP exam. The AP Examination is a national assessment based on the AP curriculum, given in each subject area on a specified day at a specified time, as outlined by the College Board. Students and parents are responsible for researching the AP policy of the postsecondary institution the student may wish to attend. Each institution shall publish their credit award policy, including course credit awarded, on their institutional webpage and report the policy annually to the Board office.

College/university credit is based on the successful completion of the AP exam, and dependent upon institutional AP credit acceptance policy. Each institution shall award academic credit for scores of 3, 4, and 5 on the AP exam. Institutions may choose to award more credit for scores of 4 or 5. Institutions shall strive to align Advanced Placement credit awards to courses that fulfill general education or program credit. Elective credit shall only be awarded when a general education or program credit is not available. The Board office shall review, no less than every three years, the validity of the credits awarded to assess student performance based on this policy.

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Institutions may seek an exception to the score requirement in the policy if the institution has evidence that students are not performing adequately in the subsequent course or are in some way disadvantaged academically based on their placement within the Advanced Placement policy. Each institution's chief academic officer or designee shall present the evidence to the Board office. The Board office will convene a committee comprised of faculty, staff, and others to review the findings and render determination as to whether the minimum Advanced Placement score threshold should be increased. Increases may be applied to individual exams.

Curriculum

Curriculum 1 (C1)	Postsecondary institutions evaluate AP scores and award credit reflecting the pedagogical, theoretical, and philosophical orientation of the sponsoring faculty and/or academic department at the institution.
Curriculum 2 (C2)	High school credit is given for enrollment and successful completion of an AP class.

Faculty

Faculty 1 (F1)	AP teachers shall follow the curricular materials and goals outlined by The College Board.
Faculty 2 (F2)	The AP teacher may attend an AP Institute before teaching the course.

Students/Parents

Students 1 (S1)	A fee schedule has been established for the AP exam. Students and their parents pay the fee unless other arrangements have been made by the high school.
Students 2 (S2)	Information must be available from the high school counselor, AP coordinator or other faculty members regarding admission, course content, costs, high school credit offered and student responsibility.

Assessment

Assessment 1 (A1)	Students are assessed for high school credit according to the requirements determined by the high school.
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Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	To evaluate the success of the programs and to improve services, the school district must annually review the data provided by The College Board.
Admin & Evaluation 2 (AE2)	The school district must carefully evaluate how to provide services to all students, regardless of family income, ethnicity, disability, or location of educational setting.

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d. Technical Competency Credit (TCC) Standards

Career technical education programs in Idaho are delivered through comprehensive high schools, career technical schools, and the technical college system. Technical Competency Credit allows secondary career technical students the opportunity to earn secondary and postsecondary technical credits. Technical Competency Credit is offered through approved secondary career technical programs with an articulation agreement between the high school and a postsecondary institution. Technical Competency Credit is an advanced learning opportunity that provides a head start on a technical certificate or an applied science degree.

Curriculum

Curriculum 1 (C1)	The high school career technical program must have competencies comparable with a postsecondary institution technical program and be identified as eligible for TCC consideration through a TCC Agreement (e.g., articulation agreement) with at least one Idaho postsecondary institution.
Curriculum 2 (C2)	Secondary and postsecondary educators must agree on the technical competencies, the student learning outcomes, and the level of proficiency to be demonstrated by the student.

Faculty

Faculty 1 (F1)	Secondary educators must hold appropriate career technical certification in the program area for which credit is to be awarded.
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Students

Students 1 (S1)	Technical Competency Credit (TCC) students are high school students; they are neither enrolled in the postsecondary institution nor counted as dual credit students. Students may request transcription of TCCs onto a postsecondary transcript after demonstrating the required level of proficiency; they must follow the transcribing institution's TCC transcription policy and pay the transcription fee discussed in standard AE1. After completing a TCC course or sequence according to the articulation agreement, the credits must be transcribed within the time period required by the transcribing institution and in no instance longer than two years.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities, guidelines for credit transfer and information regarding how the technical credit will apply to postsecondary certificates and degree requirements. The student guide must include an explanation of the difference between technical and academic credit, how a career technical course is a part of a career technical

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	program sequence, and how the courses may impact their academic standing when they fully matriculate after high school.
Students 3 (S3)	At the completion of the Technical Competency Credit program, the instructor shall identify students who have met program competencies.

Assessment

Assessment 1 (A1)	The students are assessed for postsecondary technical credit according to the requirements of the Technical Competency Credit agreement.
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Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	When the student requests the transcription of a TCC credit, they are assessed a transcription fee consistent with Board Policy Section V.R for qualifying TCC earned in high school.
Admin & Evaluation 2 (AE2)	TCC agreements between a secondary career technical program and a postsecondary institution must be reviewed annually by the institution.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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SUBJECT

Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses
– First Reading

REFERENCE

October 20, 2016	The Board approved the first reading of the proposed amendments to Board Policy III.Z that updates institutions statewide program responsibilities.
December 15, 2016	The Board approved the second reading of proposed amendments to Board Policy III.Z. that updates institutions statewide program responsibilities.
December 21, 2017	The Board approved the first reading of proposed amendments to Board Policy III.Z that changes the planning timeframe from five years to three years.
February 15, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z, Planning and Delivery of Postsecondary Programs and Courses.
Section 33-113, Idaho Code, Limits of Instruction.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1 (Educational System Alignment), Objective B (Alignment and Coordination)
Goal 2 (Educational Attainment), Objective C (Access)

BACKGROUND/DISCUSSION

The purpose of Board Policy III.Z, “is to ensure Idaho’s public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, and collaboration and coordination.” The purpose is to also meet the statutory requirement to “as far as practicable prevent wasteful duplication of effort” by the institutions.

Section 33-2107A, Idaho Code, authorizes community colleges established pursuant to Chapter 21, Title 33 to “grant baccalaureate degrees in liberal arts and sciences, business, and education” if they meet the population and market value requirements established in Section 33-2017C.

The proposed amendments adds North Idaho College to Region I academic service region; adds College of Southern Idaho to Region IV; and adds College of Eastern Idaho to Region VI. Additional edits include adding the College of Western Idaho with Boise State University as Designated Institutions to serve applied baccalaureate degree needs in Region III.

IMPACT

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Proposed amendments align with provisions of Section 22-2107A and provides for community colleges to plan and offer baccalaureate degrees.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy III.Z

STAFF COMMENTS AND RECOMMENDATIONS

At the April 19, 2018 meeting, a number of community colleges notified the Board of their intent to deliver academic baccalaureate programs through the three-year planning process required in Board Policy III.Z. Board staff was asked to work on policy amendments that would allow community colleges an opportunity to help address the baccalaureate degree needs within their region. This included the ability for community colleges to collaborate with the four-year institutions for the delivery of baccalaureate programs. Baccalaureate programs proposed by community colleges in future will be required to follow the process outlined in Board Policy III.Z and include those on their three-year plans. Those proposed programs will also follow the same program proposal submission and 30-day review process with the Council on Academic Affairs and Programs and the Board’s Instruction, Research, and Student Affairs committee prior to Board approval.

Additionally, given the potential for community colleges to begin offering baccalaureate degrees, staff will be bringing forward amendments to Board Policy III.G Postsecondary Program Approval and Discontinuance, which will require those proposed programs to obtain Board approval regardless of financial impact. This will provide the Board the ability to provide direct input for those programs and view firsthand the trends and circumstances associated with the delivery of baccalaureate degree programs by Idaho’s community colleges.

The Council on Academic Affairs and Programs reviewed the proposed policy amendments at their May 24, 2018 meeting and recommended approval. Proposed amendments were also shared with the Committee on Instruction, Research, and Student Affairs on June 7, 2018.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

February 2018

The purpose of this policy is to ensure Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as "programs"), and collaboration and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). The State Board of Education (the Board) aims to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of academic plans to advise and inform the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time.

1. Definitions

- a. Designated Institution shall mean an institution whose main campus is located in a service region as identified in subsection 2.b.ii.1) and 2) below.
 - i. For purposes of this policy, with respect to academic programs, Designated Institutions and Partnering Institutions ~~shall include only the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College and~~ shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.1).
 - ii. For purposes of this policy, with respect to career technical programs, Designated Institutions and Partnering Institutions shall include only the

College of Southern Idaho, College of Western Idaho, North Idaho College, Eastern Idaho Technical College, Lewis-Clark State College, and Idaho State University and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.2).

1. A memorandum of understanding (MOU) is an agreement between two or more institutions offering programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan.
 2. Partnering Institution shall mean either (i) an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution's primary service region, or (ii) an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.
 3. Service Region Program shall mean an educational program identified by the Board to be delivered by a Designated Institution within its respective service region that meets regional educational and workforce needs.
 4. Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in subsection 2.b.ii.1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.
 5. Statewide Program shall mean an educational program identified by the Board to be delivered by a particular institution which meets statewide educational and workforce needs. Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program Responsibilities.
 6. Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.
2. Planning and Delivery Process and Requirements
 - a. Planning
 - i. Three-Year Plan

The Board staff shall, using the Institution Plans submitted, create and maintain

a rolling three (3) year academic plan (Three-Year Plan) which includes all current and proposed institution programs. The Three-Year Plan shall be approved by the Board annually at its August Board meeting.

ii. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board's Chief Academic Officer, create and submit to Board staff a rolling three (3) year academic plan, to be updated annually, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

1) Statewide Programs

Institutions assigned a Statewide Program Responsibility shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program Responsibility shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities. Each Institution Plan shall include the following information for proposed Statewide programs:

- a) A description of the Statewide Programs to be delivered throughout the state and the anticipated resources to be employed.
- b) A description of the Statewide Programs to be offered by a Designated or Partnering Institution.
- c) A summary of the Memoranda of Understanding (MOU's), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.

2) Service Region Programs

It is the responsibility of the Designated Institution to plan for and determine the best means to deliver Service Region Programs that respond to the educational and workforce needs of its service region. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities if applicable) located outside of the service region to deliver the program in the service region.

The Institution Plan developed by a Designated Institution shall include the

following:

- a) A description of the proposed academic programs to be delivered in the service region, or outside of the service region, by the Designated Institution and the anticipated resources to be employed.
- b) A description of proposed programs to be offered in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.
- c) A description of proposed Statewide Programs to be offered in the service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.
- d) A summary of proposed MOU's, if any, to be entered into between the Designated Institution and any Partnering Institutions in accordance with Subsection 2.b.iii. below.

3) Institution Plan Updates

Institution Plans shall be updated and submitted to Board staff annually as follows:

- a) Preliminary Institution Plans shall be developed according to a template provided by the Board's Chief Academic Officer and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination annually in April.
- b) Following review by CAAP, Institution Plans shall be submitted to Board staff. Upon submission of the Institution Plans to Board staff, the Board's Chief Academic Officer shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.
- c) In the event the Board's Chief Academic Officer recommends material changes, he/she shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Three-Year Plan.
- d) The Board's Chief Academic Officer shall then provide their recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. The Board shall approve the Institution Plans annually through the Three-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and does not constitute Board

approval of a program. Institutions are still required to follow the standard program approval process as identified in Board Policy Section III.G to gain program approval.

b. Delivery of Programs

i. Statewide Program Delivery

The Board has established statewide program responsibilities for the following institutions. This statewide program list shall be updated by the Board every two years.

Boise State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy and Administration	M.S., Ph.D.
Community and Regional Planning	M.C.R.P., Ph.D.
Social Work (Region V-VI —shared with ISU)	M.S.W.
Social Work	Ph.D.

Idaho State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Sign Language Interpreting	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

University of Idaho must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	B.S. Arch., M. Arch.
Integrated Architecture & Design	M.S.
Landscape Architecture	B.S.L.A., M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science	B.S.A.V.S.
Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Aq.Econ.
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forestry	B.S.Forestry
Renewable Materials	B.S.Renew.Mat.
Wildlife Resources	B.S.Wildl.Res.
Fishery Resources	B.S.Fish.Res.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.
Natural Resource concentrations in: <ul style="list-style-type: none"> • Forestry • Renewable Materials • Wildlife Resources • Fishery Resources • Natural Resource Conservation • Rangeland Ecology & Management • Fire Ecology & Management 	M.S., M.N.R., Ph.D.

ii. Service Region Program Delivery

The Board has established service regions for the institutions based on the six geographic areas identified in Section 33-2101, Idaho Code. A Designated Institution shall have the Service Region Program Responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned service region.

1) Academic Service Regions

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College, ~~and~~ the University of Idaho, ~~and~~ North Idaho College are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs. Lewis-Clark State College, University of Idaho, and North Idaho College are the Designated Institutions serving applied baccalaureate degree needs.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. Boise State University and College of Western Idaho are the Designated Institutions serving undergraduate needs. Boise State University is the Designated Institution serving and graduate education needs. Boise State University and College of Western Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University and College of Southern Idaho is are the Designated Institutions serving undergraduate and graduate needs; Idaho State University is the Designated Institution serving the graduate education needs, with the exception that Boise State University will meet undergraduate and graduate business program needs. Idaho State University and College of Southern Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University and College of Eastern Idaho are the Designated Institutions serving undergraduate education needs. Idaho State University is the Designated Institution serving the graduate education needs. Idaho State University and College of Eastern Idaho are the Designated Institutions serving applied baccalaureate degree needs.

2) Career Technical Service Regions

Postsecondary career technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. College of Eastern Idaho is the Designated Institution.

3) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Career Technical Education in the case of career technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to Board staff, in accordance with a schedule to be developed by the Board's Chief Academic Officer, the following:

- a) A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided.
- b) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program.
- c) A complete description of the program requested to be delivered, including a plan for the delivery of the program, a timeline for delivery of the program, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program syllabuses.

4) Designated Institution's First Right to Offer a Program

In the event the Partnering Institution has submitted the information set forth above to the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, and a need is demonstrated by the Partnering Institution for such program in the service region, as determined by the Board (or by the Administrator for the Division of Career Technical Education in the case of career technical level programs), or prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region the Designated Institution shall have a first right to offer such program.

The Designated Institution must within six (6) months (three (3) months in the case of associate level or career technical level programs) of receiving the request from a Partnering Institution to offer said program determine whether it will deliver such program on substantially the same terms (with respect to content and timing) described by the Partnering Institution. In the event the Designated Institution determines not to offer the program, the Partnering Institution may offer the program according to the terms stated, pursuant to an MOU to be entered into with the Designated Institution. If the Partnering Institution materially changes the terms and manner in which the program is to be delivered, the Partnering Institution shall provide written notice to the Chief Academic Officer of the Designated Institution and to the Board's Chief Academic Officer of such changes and the Designated Institution shall be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

iii. Memoranda of Understanding

When a service region is served by more than one institution for the delivery of an academic or technical credential defined in Board Policy Section III.E., an MOU shall be developed between such institutions as provided herein and submitted to the Board's Chief Academic Officer for review and approval by the Board prior to entering into such agreements. Each MOU shall be entered into based on the following guidelines, unless otherwise approved by the Board.

If an institution with Statewide Program Responsibility has submitted the information set forth in Subsection 2.a.ii. above to a Designated Institution and Board staff in a timely manner (as determined by the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Institution Plan and enter into an MOU with the institution with Statewide Program Responsibility in accordance with this policy. If, prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution with Statewide Program Responsibility and the Designated

Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.

iv. Facilities

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution, the Partnering Institution's programs offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

- 1) The educational and workforce needs of the local community demand a separate facility at a location other than the campus of the Designated Institution or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection 2.b.ii.1) above, and
- 2) The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between

the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

v. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

vi. Program Transitions

Institutions with Statewide Program or Service Region Program Responsibilities may plan and develop the capacity to offer a program within a service region where such program is currently being offered by another institution (the Withdrawing Institution) as follows:

- 1) The institution shall identify its intent to develop the program in the next update of its Institution Plan. The institution shall demonstrate its ability to offer the program through the requirements set forth in Subsection 2.b.ii.3) above.
- 2) Except as otherwise agreed between the institutions pursuant to an MOU, the Withdrawing Institution shall be provided a minimum three (3) year transition period to withdraw its program. If the Withdrawing Institution wishes to withdraw its program prior to the end of the three (3) year transition period, it may do so but in no event earlier than two (2) years from the date of notice (unless otherwise agreed). The Withdrawing Institution shall enter into a transition MOU with the institution that will be taking over delivery of the program that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

vii. Discontinuance of Programs

Unless otherwise agreed between the applicable institutions pursuant to an MOU, if, for any reason, (i) a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program Responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program Responsibility, as appropriate, at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution with Statewide or Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to

provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

3. Existing Programs

Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.

4. Oversight and Advisory Councils

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth herein.

5. Resolutions

All disputes relating to items addressed in this policy shall be forwarded to the Board's Chief Academic Officer for review. The Board's Chief Academic Officer shall prescribe the method for resolution. The Board's Chief Academic Officer may forward disputes to CAAP and if necessary make recommendation regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

6. Exceptions

- a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education.
- b. This policy also does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions with Statewide Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include and draw upon the resources of the Designated Institution insomuch as is possible.