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Letter from the Dean
# Conceptual Framework

## Vision –

The College of Education at Idaho State University strives to be the leading institution of teaching and learning in the Intermountain West.

## Mission –

The College of Education and its partners are professional educators who are committed to the interrelated activities of teaching, scholarship, and service through:

- Preparing and supporting professionals who are reflective, ethical, lifelong learners.
- Producing and disseminating scholarly works leading to a more effective education for all learners.
- Promoting professional development in our community, region, and state, delivery of outreach programs, pre-service and in-service courses, and workshops.
- Supporting the Vision and Mission of Idaho State University and the College of Education through service activities.

## Philosophy Statement –

Our college is an education community of experienced and developing professionals who exercise trustworthy judgment derived from an established knowledge-base including state and national performance standards. Our community consistently prepares professionals within a framework of key ideas: learning domains, reflective practice, and academic self-regulation.

The three learning domains, learner, knowledge, and assessment, occur in each program within a context that may vary according to the program’s specific goals. Although one program may have its strongest emphasis on subject area knowledge and another may focus on assessment or monitoring of results the lenses of reflective practice and academic self-regulation integrate all of our programs. This integration is a seamless and cyclical process: Faculty engaged in the act of teaching use assessment data or results from directed, experiential, or holistic learning to inform and shape their future instruction. This process, and its alignment with *By Teaching We Learn,* describes the dynamic interaction between professional educators in the College of Education and learners.
Authority for Unit Governance

For the College of Education to succeed in its mission and goals there must be a strong and vital system for governance. Accordingly, the College of Education has a leadership and governance structure and procedures for approval of its curriculum and policies as outlined in this document. While acknowledging the final authority is vested in the State Board of Education and the President as the chief program and administrative officer of the University has full power and responsibility within the framework of the Board of Education's Rule Manual and its Governing Policies and Procedures for the organization, management, and supervision of the institution, the Idaho State University Faculty and Staff Handbook outlines the policies and practices for university governance within Idaho State University. In accordance with the university policies stated in the Faculty and Staff Handbook, the Dean of the College of Education has authority for the successful functioning of the College of Education, which includes the supervision and coordination of curricula, courses and methods of instruction within the college, and the authority to establish policies and practices necessary to promote the interests of the College, as well as the University as a whole.

Because faculty involvement in the design, implementation, and evaluation of the programs of the College is essential to support the vision and mission of the College, and because collaboration between college faculty members and members of the professional community that are involved in the preparation of professional educators is also essential, the College of Education has established a shared governance structure that facilitates involvement and supports collaboration. In accordance with the policies stated in the Faculty and Staff Handbook, college faculties serve in an advisory capacity and assume responsibility for making recommendations pertaining to appropriate academic and instructional matters. Therefore, individual colleges may establish representative groups or councils to provide recommendations to the Dean, the University Faculty Senate and/or the President of the University [Faculty and Staff Handbook, Part 2. Section II. A. 5.]. It is understood that the policies and procedures must be consistent with the Board's Rule Manual and Governing Policies and Procedures and the Idaho State University Faculty and Staff Handbook. In harmony with this delegated authority, and the American Association of University Professors Statement on Government of Colleges and Universities, Section 5 [retrieved April 9, 2008, http://www.aaup.org/AAUP/pubsres/policydocs/contents/governance] that says the faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process, the College of Education at Idaho State University has created the system described in this document for faculty involvement in college governance. Consistent with the Faculty and Staff Handbook, it is understood that the faculty of the College of Education consists of all individuals who hold the rank of instructor or higher, assistant professor, associate professor, or professor in one of the departments of the college, inclusive of all college administrators who hold such ranks.

This document describes the structure of the college, the roles and responsibilities of the leadership, the faculty, and the staff, and the methods for faculty involvement in the college shared governance structure. It also explains the communication and decision-making processes regarding curriculum development and change, policy development and change, and other issues that directly affect the mission of the college.
College Structure and Leadership

The College of Education is organized into four departments consisting of the Department of Educational Foundations, the Department of Learning and Development, the Graduate Department of Educational Leadership and Instructional Design, and the Department of Sport Science and Physical Education. Figure 1 presents the organizational chart of the College of Education. The College of Education also has offices and service areas. These include the Office of the Associate Dean, the Office of the Assistant Dean for Assessment, Office of Field Experiences, the Development Office, the Intermountain Center for Education Effectiveness, the Student Advising Center, and the Instructional Materials Center. The College also maintains outreach offices in Idaho Falls, Twin Falls, and Boise. Affiliated with the College of Education are the Office of Regional Special Education for Southeastern Idaho School Districts and the Early Childhood Partnership School. Residing within the Intermountain Center for Education Effectiveness (ICEE) are the Center for Accountability Systems, the Center for Economic Education, the Center for Effective Schools, and the Center for Professional Development.

The College leadership consists of the following administrative positions: Dean, Associate Dean, Assistant Dean for Assessment, Department Chairs, Director and Associate Director of the Intermountain Center for Education Effectiveness, and the Coordinator of Field Experiences. Professional staff positions include the Business Officer, the Development Officer, the Coordinator of the Student Advising Center, the Coordinator of the Instructional Materials Center, and the Coordinators of the ICEE Centers. Program/Assessment Coordinators are faculty members who hold non-administrative leadership positions as facilitators for programs within the College. The College faculty participates in leadership through the shared governance structure outlined below. The College also has an ample number of support staff. See Appendix A for a description of the roles and responsibilities of each position.

A. Dean’s Councils and Committees and Dean’s Authority to Assign Tasks

Consistent with the Faculty and Staff Handbook, [Part 2. Section II. A. 5.], the Dean of the College of Education has the authority, in consultation with the faculty and other administrators of the College, to establish representative groups or councils to provide recommendations to the Dean and to accomplish the work of the College. At various times, ad hoc committees, search committees, and other task forces may be charged by the Dean to complete specific tasks or to research and recommend action relative to specific issues. The standing advisory representative groups and councils of the College of Education are described below. See Appendix B for a copy of their bylaws. Minutes from the meetings of all standing committees are posted on the College of Education Intranet.

1. College of Education Advisory Council

The College of Education Advisory Council is a group of alumni, friends, and community members who assist the College as advocates and critics. The Council works with the Dean, alumni, friends, community and business leaders, faculty, staff, and program candidates to promote the teaching, research, and service missions of the University and College of Education. Members of the Advisory Council are appointed by the Dean for terms of up to three years. Terms of appointment are renewable. The Council consists of six members, but it is expanding to twelve members. The
Figure 1. Organizational Chart of the College of Education
Advisory Council is organized into four Teams: Executive, College/Curriculum, Community, and Fund-Raising. The Executive Team is charged with strategic planning and management of Council. The Curriculum/College Team is charged with helping to meet and fulfill the curricular goals, objectives, and mission of the College in particular in relation to accreditation. The Community Relations Team is charged with promoting the mission of the College in the community, and throughout the state, including identifying opportunities and emerging needs in the community and the state. The Fund-Raising Team is charged with assisting the College through the increasing of revenues in support of the College, such as scholarship funds.

2. **College Leadership Committee**

   The College Leadership Committee provides input to the Dean regarding the operations of the College and serves as a review and recommending body for programs, governance, and policy issues in the College of Education. A major function of the College Leadership Committee is to facilitate communication in the College. The College Leadership Committee is comprised of the Dean, Associate Dean, Assistant Dean for Assessment, Coordinator of Field Experiences, Department Chairs, Business Officer, Director of the Intermountain Center for Education Effectiveness, and one of the Faculty Senators of the College. The Administrative Assistant to the Dean serves as the secretary for the committee and represents the clerical staff on the committee.

3. **Teacher Education Committee**

   The Teacher Education Committee is a standing committee of the College of Education and the Curriculum Council. Membership on the Teacher Education Committee reflects all programs in the College offering initial teacher preparation programs and all units in the University offering initial teacher preparation programs. The function of the Teacher Education Committee is to review and make recommendations with respect to curricular changes that impact initial professional preparation programs and to ensure program coherence. The responsibilities, functions, and membership of the Teacher Education Committee are determined in accordance with the latest approved bylaws.

4. **Kole-McGuffey Prize Committee**

   The Kole-McGuffey Prize Committee is a special administrative committee that selects recipients for the Kole-McGuffey Prize. The responsibilities, functions, and membership of the committee are determined in accordance with the latest bylaws.
B. Department Structure and the Authority of Department Chairs to Establish Committees and Assign Tasks

Equivalently, each Department Chair has the authority, in consultation with the faculty members of the department, but respecting the College of Education Faculty Workload Policies, to establish standing, special, and ad hoc committees or other task groups or to charge individual faculty members to provide recommendations to the Department Chair or the Department, or to accomplish work of the department. Common standing committees of departments include Program Committees and Course Teams. Typically, Program Committees and Course Teams do not have bylaws. Instead, they operate in a manner that is consistent with the Procedure in Small Boards section (pp. 470-471) of *Robert’s Rules of Order Newly Revised* (Robert, Evans, Honemann, & Balch, 2000). In general, Program Committees and Course Teams do not keep minutes of their meetings (although they are not prohibited from doing so). Instead, oral or written reports of the actions and recommendations of the group are presented at department meetings and are included in or attached to the minutes of the department meetings. Minutes from department meetings are posted on the College of Education Intranet. The principal functions of Program Committees and Course Teams are described below.

1. *Program Committees*

Program Committees are standing committees of departments. Program Committees meet regularly to plan curriculum and events, to review and recommend academic policies for candidate recruitment, admission, and program exit, to recommend course schedules, to review candidate performance data, to evaluate program operations, to develop recommendations for the revision of program components on the basis of assessment information, and to accomplish other tasks that promote the welfare of the program. Program Committees are composed of the faculty members who regularly teach courses specific to the program area and who are responsible for the delivery of the program/programs in the area. Program areas are defined by a department around common areas of faculty expertise and may be used to cluster related degrees, majors, or minors into a program area or to separate them into distinct programs. Some program committees, such as elementary education, secondary education, and the English as a Second Language (ESL) Minor, while residing primarily within a designated department may be composed of or meet periodically with representatives from across departments and colleges of the university who teach required courses in the program and who help to design, deliver, and evaluate the program, including candidate performance assessments.

2. *Course Teams*

Course Teams are special committees that coordinate the design, delivery, evaluation, including all required candidate performance assessments, and teaching of courses that are required across programs. Course teams are composed of the instructors who are currently teaching the course, and frequently include other faculty members who have regularly taught the course. Course teams may be composed of faculty members within or across departments. All of the professional education core courses of the teacher education program are managed by course teams. The masters
of education core courses are also coordinated by course teams. Departments may form course teams for any courses that are typically taught by multiple instructors. Course teams develop Course Curriculum Guides that align the curriculum and establish the basis for course syllabi. Course teams meet at least annually to review candidate performance data and to revise assessments (guidelines, scoring rubrics, assessor guidelines, etc.), course curriculum, and instruction based on assessment results. Course teams also work to establish scoring accuracy and consistency for course-embedded, program-level candidate performance assessments.

C. Ad Hoc and Special Committees Formed by the Associate Dean and Assistant Dean for Assessment and the Authority to Assign Tasks.

Correspondingly, the Associate Dean and the Assistant Dean for Assessment have the authority, in consultation with the Dean, to form special committees or task groups to provide recommendations or to accomplish specific tasks. For example, the Assistant Dean for Assessment may call a meeting of the Program/Assessment Coordinators of the College to share information and to discuss the assessment system of the College. The Assistant Dean for Assessment may also form an ad hoc task group based on faculty expertise to plan and to deliver an assessment workshop for the faculty. As another example, the Associate Dean is charged with organizing and leading periodic performance review teams for NCATE accreditation. The Associate Dean may also form ad hoc task groups for advice and help with such things as needed catalog changes, candidate recruitment activities, or celebration events.

Faculty Involvement in Shared Governance

The College of Education faculties are organized into two assemblies—the College Faculty and the Graduate Faculty. The College Faculty of the College of Education, in accordance with its bylaws, is responsible for establishing academic policies and for approving curriculum recommendations pertaining to the undergraduate instructional programs and courses of the College. The College Faculty is composed of all individuals who hold the rank of instructor or higher, assistant professor, associate professor, or professor in one of the departments of the College. Professional staff may also be invited to attend the College Faculty meetings. The Dean of the College of Education is the chair of College Faculty.

The Graduate Faculty of the College of Education is responsible for establishing academic policies and for approving curriculum recommendations pertaining to the graduate instructional programs and courses of the College in accordance with its bylaws. The Graduate Faculty is composed of all faculty members of the College of Education holding graduate faculty status. Although the Dean of the Graduate School may ask for and call a meeting of the Graduate Faculty of the College of Education, the Graduate Faculty is chaired by the College of Education representative to the Graduate Council. The Dean of the College of Education participates in Graduate Faculty meetings as a member of the graduate faculty. The Dean of the College of Education also has a distinct role in keeping with the Dean’s authority for College governance (as described previously) in the decision-making processes regarding graduate curriculum and policies (as described in a later section of this document).

In addition to curriculum and policy issues, both faculty assemblies also have concern for faculty affairs, student affairs, assessment, library acquisition and services, instructional computing, instructional facilities and other unit operations. The two faculty bodies have
created standing committees to accomplish the work of the College. They also have the authority in accordance with their bylaws to appoint ad hoc or other special committees to research and recommend action relative to specific issues or to support the work of the College.

The standing committees of the College Faculty are the: (1) Promotion and Tenure Committee, (2) College Sabbatical Committee, (3) Admission and Retention Committee (4) Scholarship Committee, (5) Library Liaisons Committee, (6) Diversity Committee, and (7) Undergraduate Curriculum Committee. A special committee of the College Faculty is (8) the Teacher Education Core Assessment Committee. The standing committee of the Graduate Faculty is (9) the Graduate Studies Committee. Each of these committees has specific responsibilities for enhancing and achieving the mission of the College of Education as specified in the approved bylaws of the committee. Approved minutes from the meetings of all standing and special committees are posted on the College of Education Intranet. See Appendix B for a copy of the bylaws of the committees. Descriptions of the above named representative committees of the College faculties are presented below.

1. Promotion and Tenure Review Committee

   College of Education Promotion and Tenure Committee is a standing committee of the College. The roles and responsibilities of the Committee are outlined in its bylaws and the College of Education Guidelines for Promotion and Tenure. The Promotion and Tenure Committee reviews all applications from the College of Education faculty for promotion and/or tenure and makes recommendations to the Dean regarding the award of promotion and/or tenure. The responsibilities, functions, and membership of the committee are determined in accordance with the latest approved bylaws.

2. Sabbatical Committee

   The Sabbatical Committee is a standing committee of the College Faculty. The Sabbatical Committee reviews all applications and proposals for sabbatical leaves and makes recommendations to the Dean regarding awards of sabbaticals to faculty in the College. The roles and responsibilities of the Committee are described in its bylaws and in the College of Education Sabbatical Policies and Procedures. The responsibilities, functions, and membership of the Sabbatical Committee are determined in accordance with its latest approved bylaws.

3. Admission and Retention Committee

   The Admission and Retention Committee is a standing committee of the College Faculty. The Admission and Retention Committee reviews petitions, appeals, and requests from undergraduate candidates regarding admission and retention requirements, develops policies for admissions and retention for approval by the faculty, and reviews, conducts hearings, and makes recommendations regarding Professional Progress Reports. The Committee forwards recommendations regarding exceptions to admission and retention requirements and the adjudication of Professional Progress Reports to the Dean for action. Information pertaining to the outcome of Admission and Retention Committee actions will be provided to Faculty members through the office of the Dean of the COE, following the Dean’s approval of the Admission and Retention Committee’s recommendations. The responsibilities,
functions, and membership of the Admission and Retention Committee are determined in accordance with its latest approved by laws.

4. Scholarship Committee

The Scholarship Committee is a standing committee of the College. The committee reviews applications and awards College of Education scholarship monies. The responsibilities, functions, and membership of the Scholarship Committee are determined in accordance with the latest version of its approved bylaws.

5. Library Liaisons Committee

The Library Liaisons Committee is a standing committee of the College Faculty. In accordance with the bylaws of the committee, the membership is composed of one Library Liaison from each department, and the College of Education representative to the Library Committee, who chairs the committee. The Education Librarian of the university library serves as an ex-officio advisor to the committee. The Library Liaisons Committee has responsibility for recommendations regarding the distribution of College library funds and any Bellon Foundation Library Funds. The individual Library Liaisons also forward departmental recommendations to the Education Librarian regarding the expenditure of departmental library funds. The responsibilities, functions, and membership of the Library Liaisons Committee are determined in accordance with the latest version of its bylaws.

6. Diversity Committee

The Diversity Committee is a standing committee of the College of Education. The committee provides leadership in enhancing multicultural education and diversity in the College. Toward that end, the Diversity Committee develops and implements plans for recruiting and retaining faculty from under-represented populations, increasing the diversity of candidates in undergraduate and graduate programs, developing the diversity knowledge and sensitivity of faculty and candidates, and integrating diversity studies into undergraduate and graduate program curriculum. The responsibilities, functions, and membership of the Diversity Committee are determined in accordance with the latest version of its approved bylaws.

7. Undergraduate Curriculum Committee

The Undergraduate Curriculum Committee is a standing committee of the College Faculty. The Undergraduate Curriculum Committee is charged with review and oversight responsibility for all undergraduate programs in the College of Education. The committee acts with the scope of its authority to (a) foster the evolution and development of the curriculum, (b) review curriculum elements for alignment with professional, state, and institutional standards and the College of Education\'s conceptual framework, (c) review curriculum elements for inclusion and support of technology and diversity (d) advise programs, departments, and the College regarding revision and coherence of the curriculum, and (e) inform the community about the curriculum. The Undergraduate Curriculum Committee also considers policies regarding undergraduate programs and forwards recommendations to the faculty and Dean for action. The committee is charged with reviewing all proposals for
undergraduate curriculum changes and making recommendations to faculty and the Dean. The responsibilities, functions, and membership of the Undergraduate Curriculum Committee are determined in accordance with the latest version of its approved bylaws.

8. Teacher Education Core Assessment Committee

The Teacher Education Core Assessment Committee is a special committee of the College Faculty. The committee oversees all core teacher education assessment activities and advises the Assistant Dean for Assessment on all matters with respect to the administration of the Core Teacher Education Assessment Plan. The Teacher Education Core Assessment Committee helps the Assistant Dean for Assessment to write the annual Core Teacher Education Assessment Report. The Assistant Dean for Assessment is a permanent, ex-officio member, and the chair of the committee. Most of the members of the committee represent the Course Teams of the faculty members who teach core teacher education courses. Representatives are selected annually by agreement from among the course instructors responsible for implementing one or more of the core teacher education assessments or who otherwise have faculty role responsibility for a core teacher education assessment area (e.g., serve on the Admission & Retention Committee). The responsibilities, functions, and membership of the Teacher Education Core Assessment Committee are determined in accordance with the latest version of its approved bylaws.

9. Graduate Studies Committee

The Graduate Studies Committee is a standing committee of the Graduate Faculty in the College of Education. The Graduate Studies Committee is charged with review and oversight responsibility for all graduate programs in the College of Education. The committee is charged with reviewing all proposals for curriculum changes to graduate programs and making recommendations to the Graduate Faculty and Dean. The Graduate Studies Committee also considers policies regarding graduate programs in the College and forwards recommendations to the Graduate Faculty and Dean for action. In fulfilling its purpose, the Graduate Studies Committee may review, apply, and extend the policies adopted by the Graduate Council of the University. The Graduate Studies Committee also recommends to the Graduate Faculty, the standards and procedures by which College of Education faculty members are nominated to or removed from graduate faculty status. The Committee is also charged with reviewing applications for graduate faculty status and making recommendations to the Graduate Faculty. The responsibilities, functions, and membership of the Graduate Studies Committee are determined in accordance with the latest version of its bylaws.

**Decision-Making Processes Regarding Curriculum**

There are two avenues for initiating and bringing about curriculum review and changes in the College of Education. In addition to the descriptions below, Table 1 presents a flow chart of the College of Education decision processes for curriculum review and changes to undergraduate programs, and Table 2 presents a flow chart of the College of Education decision processes for curriculum review and changes to graduate programs. The current
approved courses, degree requirements, and academic programs are listed in the Idaho State University Undergraduate Catalog and the Idaho State University Graduate School Catalog. The catalogs are republished annually. Current catalog information is also available through the ISU Web Page (www.isu.edu). Any curriculum changes made during an academic year that are approved by appropriate university councils and the Provost and Vice President for Academic Affairs, as well as the President and State Board of Education if required, are documented in the changes made each year to the official catalogs. Candidates must complete the degree requirements as stated in a catalog in effect during their dates of registration. The sections of this document that follow describe the steps of the communication and decision-making processes for the College of Education and how they interface with university level approval processes. Although all approved curriculum changes are shown in the official university catalogs, the approval of the changes are documented by signed curriculum change forms and approval letters, and in meeting minutes. They are also reflected in changes to advising materials, brochures, and other College documents.

1. Decision Process for Undergraduate Programs

1.1 A proposal regarding any change in the undergraduate curriculum (programs and courses) is initiated by faculty members within a course team, program, department, or representative committee. The impetus for curriculum change, including specific proposals, may originate from College administrators or may arise from outside the College before being referred to an appropriate department, program, or committee. At this initial stage, it is expected that all instructors (including non-tenure-track faculty) who may be affected by the curriculum proposal will be consulted. The proposal may also be strengthened if members of the professional community from outside the College of Education are consulted. After development, the written proposal and supporting documentation are forwarded to the appropriate department chair for review.

1.2 The Department Chair reviews the proposal and may consult with anyone involved with or potentially affected by the proposal. The Department Chair may refer the proposal back to the originators for additional work. When the proposal is ready for presentation, the Department Chair forwards the proposal along with any supporting documentation to the faculty members within the department. The Department Chair may also forward a recommendation or defer his or her recommendation until after the members of the department have had an opportunity to deliberate the proposal.

1.3 Faculty members within the department deliberate the proposal at a department meeting. They may recommend, refer back for clarification and further consideration, or reject the proposal. If supported, the proposal and the supporting documentation are advanced by the Department Chair to the Undergraduate Curriculum Committee. The supporting documentation should include the results of the faculty vote. The Department chair may also forward his or her recommendation. If the recommendation differs from the outcome of the faculty vote, the Department Chair should explain his or her reasons to the faculty members of the department before forwarding the proposal to the Undergraduate Curriculum Committee. Written minority opinions of any faculty members of the department, whether written jointly or individually, are forwarded to the Undergraduate Curriculum Committee as well.
1.4 Operating in accordance with the approved bylaws, the members of the Undergraduate Curriculum Committee deliberate the proposal at a committee meeting. If not already contained in the supporting documentation, the Committee should seek input from members of the professional community before action on the proposal. If curriculum proposals originate from departments outside of the College of Education, then input should be sought from affected departments within the College of Education before other actions are taken. The committee membership may recommend, refer back for clarification and further consideration, or not recommend the proposal. They may also refer the proposal along with the supporting documentation to the entire College Faculty for deliberation and action. When referring proposals to the entire College Faculty, the Chair of the Undergraduate Curriculum Committee should arrange for all sides of the issue to be presented for consideration. If supported by the College Faculty, the proposal and supporting documentation are advanced by the chair of the Undergraduate Curriculum Committee to the Dean. If not previously contacted, affected departments within the university should also be notified of the approved changes and given an opportunity to respond. The actions of the Undergraduate Curriculum Committee are reported to the College Faculty.

1.5 The Dean reviews the proposal and may consult with the College Leadership Committee. The Dean may also seek wider input from the professional community before reaching a decision. The Dean may approve, refer back for clarification and further consideration, or reject the proposal. Proposals that are supported by the Dean will be forwarded to the University Curriculum Council, unless endorsement by the Teacher Education Committee is required first [see section 1.6]. When a recommendation from the Teacher Education Committee is required, the Dean, as the Chair of the Teacher Education Committee, may defer his or her decision until after the deliberations of the Teacher Education Committee, in which case the decision may be conveyed as a joint decision of the Dean and the Teacher Education Committee. The Dean may also forward a letter of recommendation to the Curriculum Council. The decision of the Dean is communicated to the affected departments.

1.6 If the proposal affects a teacher preparation program, then the proposal must be forwarded to the Teacher Education Committee for deliberation. Operating in accordance with its bylaws, the Teacher Education Committee may recommend, refer back for clarification and further consideration, or not recommend the proposal. Proposals that are supported by the Dean and the Teacher Education Committee (when applicable) will be forwarded to the Curriculum Council. The Dean will communicate the decisions to the affected departments.

1.7 Curriculum Council and Faculty Senate representatives will communicate the actions of their respective bodies to the Dean and the affected departments. All higher-level decisions of the university or State Board of Education are communicated to the Dean by the Provost and Vice President for Academic Affairs, who in turn communicates them to the affected departments and the College.
Table 1

**College of Education Decision Processes for Changes to Undergraduate Programs**

<table>
<thead>
<tr>
<th>I. Departmental Decision Process</th>
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<tbody>
<tr>
<td>1. Development of Proposal for Curriculum Change</td>
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<tr>
<td>2. Review and Recommendation by the Department Chair</td>
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<td>3. Review and Recommendation of the Department Faculty</td>
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<thead>
<tr>
<th>II. College Decision Process</th>
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<tbody>
<tr>
<td>4a. Review and Recommendation of the Undergraduate Curriculum Committee</td>
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<tr>
<td>4b. Review and Recommendation of the College Faculty (if appropriate)</td>
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<tr>
<td>5. Review and Decision of the Dean</td>
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<td>6. Review and Recommendation of the Teacher Education Committee (if applicable)</td>
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<tr>
<th>III. University Decision Process</th>
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<td>7. Review and Recommendation of the Curriculum Council and Faculty Senate</td>
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<tr>
<td>8. Review and Recommendation of the Academic Council</td>
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<tr>
<td>9. Action by the State Board of Education (if applicable)</td>
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</table>

2. **Decision Process for Graduate Programs**

2.1 A proposal regarding any change in the graduate curriculum is initiated by graduate faculty members within a course team, program, department, or representative committee. The impetus for curriculum change, including specific proposals, may originate from College administrators or may arise from outside the College before being referred to an appropriate department, program, or committee. At this initial stage, it is expected that all instructors (including non-tenure-track faculty and those faculty members without graduate faculty status) who may be affected by the curriculum proposal will be consulted. The proposal may also be strengthened if members of the professional community from outside the College of Education are consulted. After development, the written proposal and supporting documentation are forwarded to the appropriate department chair for review.

2.2 The **Department Chair** reviews the proposal and may consult with anyone involved with or potentially affected by the proposal. The Department Chair may refer the proposal back to the originators for additional work. When the proposal is ready for presentation, the Department Chair forwards the proposal along with any supporting documentation to the graduate faculty members within the department. The Department chair may also forward a
recommendation or defer his or her recommendation until after the graduate faculty members of the department have had an opportunity to deliberate the proposal.

2.3 Graduate faculty members within the department deliberate the proposal at a department meeting. They may recommend, refer back for clarification and further consideration, or reject the proposal. If supported, the proposal and the supporting documentation are advanced by the Department Chair to the Graduate Studies Committee. The supporting documentation should include the results of the vote of the graduate faculty members. The Department Chair may also forward his or her recommendation. If the recommendation differs from the outcome of the graduate faculty vote, the Department Chair should explain his or her reasons to the graduate faculty members of the department before forwarding the proposal to the Graduate Studies Committee. Written minority opinions of any graduate faculty members of the department, whether written jointly or individually, are forwarded to the Graduate Studies Committee as well.

2.4 Operating in accordance with the approved bylaws, the members of the Graduate Studies Committee deliberate the proposal at a committee meeting. If not already contained in the supporting documentation, the Committee may seek input from members of the professional community before action on the proposal. The committee membership may recommend, refer back for clarification and further consideration, or not recommend the proposal. They may also refer the proposal along with the supporting documentation to the entire Graduate Faculty for deliberation and action. When referring proposals to the Graduate Faculty, the Chair of the Graduate Studies Committee should arrange for all sides of the issue to be presented for consideration. If the proposal is supported by the Graduate Faculty, the Chair of the Graduate Studies Committee advances the proposal and supporting documentation to the Dean of the College of Education. The actions of the Graduate Studies Committee are reported to the Graduate Faculty.

2.5. The Dean of the College of Education reviews the proposal and may consult with the College Leadership Committee. The Dean may also seek wider input from the professional community before reaching a decision. The Dean may approve, refer back for clarification and further consideration, or reject the proposal. The decision of the Dean is communicated to the affected departments. A supported proposal will be forwarded to the Graduate Council. The Dean may also forward a letter of recommendation.

2.6. Graduate Council representatives communicate the actions of the Graduate Council to the Dean and the affected departments. All higher-level decisions of the university or State Board of Education are communicated to the Dean of the College of Education by the Provost and Vice President for Academic Affairs, who in turn communicates them to the affected departments and the College.
### Table 2

**College of Education Decision Processes for Changes to Graduate Programs**

<table>
<thead>
<tr>
<th>I. Departmental Decision Process</th>
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<tbody>
<tr>
<td>1. Development of Proposal for Curriculum Change</td>
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<tr>
<td>2. Review and Recommendation of the Department Chair</td>
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<tr>
<td>3. Review and Recommendation of the Department Graduate Faculty</td>
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<table>
<thead>
<tr>
<th>II. College Decision Process</th>
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<tbody>
<tr>
<td>4a. Review and Recommendation of the Graduate Studies Committee</td>
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<tr>
<td>4b. Review and Recommendation of the Graduate Faculty (if appropriate)</td>
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<td>5. Review and Decision of the Dean</td>
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<tr>
<th>III. University Decision Process</th>
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<tr>
<td>6. Review and Recommendation of the Graduate Council</td>
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<tr>
<td>7. Decision of the Academic Council</td>
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<tr>
<td>8. Action by the State Board of Education (if applicable)</td>
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### Decision-Making Processes Regarding Assessment Plans

The unit assessment system is evaluated and refined through the Office of the Assistant Dean for Assessment in consultation with the entire professional community. The College of Education candidate performance and unit operations assessment system has been developed in accordance with the Idaho State University policies for program assessment and review. The policies are maintained and distributed by the Office of Institutional Research. The Idaho State University requirements include (1) program assessment plans, (2) annual program assessment reports, and (3) periodic program review. The cycle of program review requires programs to use assessment data for program accountability and as the basis for program improvements, including on-going improvements to their assessment plans.

There are separate but converging avenues for initiating and bringing about changes to assessment plans in the College of Education for program assessment plans, the general undergraduate and graduate assessment plans, and the overall assessment plan for unit operations. In addition to the descriptions below, Table 3 presents a flow chart of the College of Education decision processes for its candidate performance and unit operations assessment.
system. The current approved assessment plans are posted to the College of Education Intranet. For initial teacher preparation programs, the key assessments and transition points are outlined in the Core Teacher Education Assessment Plan. For advanced programs, the key assessments and transition points are described in the Graduate Programs Assessment Plan that outlines the common requirements for all graduate programs and the common assessments linked to the core courses of the Master of Education degree programs. Beyond the common assessment plans, each undergraduate and graduate program has its own assessment plan that identifies the key program assessments and the transition points at which they are administered in the program. Assessments for evaluating other aspects of unit capacity such as the quality of field experiences, school partnerships, the faculty, unit governance, and leadership are described in the College of Education Candidate Performance and Unit Operation Assessment Plan. All of the assessment plans are reviewed annually as part of the institutional outcomes assessment reporting process. Recommended changes to assessment plans are recorded in annual assessment reports. Approved changes to assessment plans are documented in meeting minutes and are reflected in the updated versions of the assessment plans and their associated assessments. Candidates must complete the approved performance assessments for their programs in effect during their dates of registration. The sections of this document that follow describe the steps of the communication and decision-making processes for the various assessment plans.

3. Decision Process for Program Assessment Plans

3.1 Program assessment plans are developed, maintained, and changed by the faculty members within the programs under the leadership of their Program/Assessment Coordinators and Department Chairs. Assessment plans are developed in accordance with the plan template in the Program-based Review and Assessment (2005) handbook distributed by the Idaho State University Office of Institutional Research. Program assessment plans are developed in alignment with the College of Education Candidate Performance and Unit Operations Assessment Plan and are developed to meet applicable unit and program accreditation requirements. Assessment plans are developed and improved in collaboration with members of the professional community from outside the College of Education. The Program/Assessment Coordinator is responsible for writing annual reports and periodic program reviews in collaboration with program faculty. Assessment plans are reviewed during the reporting cycle. Proposed changes to assessment plans and assessments are shown in changes to the documents and are discussed in the annual and periodic assessment reports. It is expected that all instructors (including non-tenure-track faculty) who may be affected by changes will be consulted, as well as informed about changes. It is expected that changes will be made and implemented uniformly. The program faculty, under the guidance of the Program/Assessment Coordinator, has the authority to make minor improvements to their assessment plans and assessments without additional higher-level review, pending their next annual assessment report. Each Program/Assessment Coordinator should keep the Assistant Dean for Assessment informed in a timely manner of any changes that require modifications to a College of Education FileMaker database. At all times, the latest version of the assessment plans and assessments should be posted to the College of Education Intranet, but they must be updated by the Program/Assessment Coordinator at least annually.
3.2 Initially, program assessment plans are reviewed by Department Chairs and approved at department meetings. Minor improvements to assessment plans and assessments are reported at department meetings at the time of the departmental approval of annual assessment reports, if not sooner. Major changes to assessment plans, such as the addition or elimination of assessments, must be approved by the department. The department may approve or reject changes, and may refer plans or assessments back to the program for additional revisions prior to approval. The Department Chair should keep the Assistant Dean for Assessment informed in a timely manner of any major changes that require modifications to a College of Education FileMaker database and ensure that the latest version of the assessment plans and assessments have been posted to the College of Education Intranet site. When annual assessment reports have been approved by the department they are posted to the College intranet site and copies of all program assessment reports are forwarded to the appropriate College level committee (either the Undergraduate Curriculum Committee or the Graduate Studies Committee). The Assistant Dean for Assessment is notified by email of the posting of the reports.

3.3 The Undergraduate Curriculum Committee or the Graduate Studies Committee review program assessment plans under the scope of their authority for alignment with professional, state, and institutional standards, the College of Education’s conceptual framework, and the College of Education’s Candidate Performance and Unit Operations Assessment Plan. A schedule for initial and periodic review of the curriculum and assessment plans is established by the applicable committee. The respective committees also review the annual program assessment reports and indicated suggestions for program improvement, including improvement to the program assessment plans. A statement that the report has been reviewed by the applicable committee is communicated back to the Department Chair and is forwarded to the Assistant Dean for Assessment.

3.4 Although the assessment plans themselves are not reviewed, the annual program assessment reports and periodic program reviews are reviewed by the Dean and the College Leadership Committee. Proposals for program improvement and improvements to assessment plans may arise from the annual review. The College Leadership Committee also reviews the results of periodic performance or accreditation reviews. The date of review is indicated in the College Leadership Committee minutes along with any suggestions for program improvements or improvements to the program assessment plan. The written suggestions are also communicated back to the appropriate Department Chair.

3.5 For teacher preparation programs, the Teacher Education Committee reviews periodic program review and accreditation reports. The Teacher Education Committee may also establish its own schedule for periodic review of teacher education program curricula and assessment plans. Proposals for program improvement or improvements to a program’s assessment plan may arise from this periodic review. Any such proposals are communicated to the appropriate departments.
3.6 Program Assessment plans and assessments (including Guidelines for Candidates, Assessment Rubrics, and Assessor Guidelines) are forwarded to the Assistant Dean for Assessment via posting to the College of Education Intranet and email notification that a new version of the plan or assessments has been posted. Program/Assessment Coordinators and/or Department Chairs also meet with the Assistant Dean to explain needed changes to the College of Education database to accommodate changes to program assessment plans or assessments. The Assistant Dean for Assessment reviews assessment plans and assessments for alignment with institutional assessment policies, compliance with unit accreditation requirements, and consistency with the overall College of Education’s Candidate Performance and Unit Operations Assessment Plan. The annual assessment reports are forwarded to the Assistant Dean for Assessment via posting to the College of Education Intranet and email notification. The Assistant Dean for Assessment keeps the Office of Institutional Research informed about the College of Education assessment system and review process.

4. Decision Process for the Teacher Education Core Assessment Plan, the Graduate Programs Assessment Plan, and the Overall College of Education Candidate Performance and Unit Operations Assessment Plan.

The Assistant Dean for Assessment has leadership responsibility for the unit assessment system of the College of Education. The unit assessment system is described in the College of Education Candidate Performance and Unit Operations Assessment Plan. The unit assessment system is evaluated and refined in consultation with the entire professional community. The overall plan is approved and reviewed periodically by the College Leadership Committee, the College Faculty, and the Dean. Subsections of the plan are maintained and approved by the designated committees, departments, programs, or offices. For initial teacher preparation programs, the key assessments and transition points are outlined in the Core Teacher Education Assessment Plan. For advanced programs, the key assessments and transition points are described in the Graduate Programs Assessment Plan that outlines the common requirements for all graduate programs and the common assessments linked to the core courses of the Master of Education degree programs. The Teacher Education Core Assessment Committee, in accordance with its bylaws, develops and maintains the plan for core teacher education assessment. The Assistant Dean for Assessment prepares annual assessment reports for the core teacher education assessments in cooperation with the Teacher Education Core Assessment Committee. The Graduate Studies Committee, in accordance with its bylaws, develops and maintains the Graduate Programs Assessment Plan. This plan is approved by the Graduate Faculty of the College. The Assistant Dean for Assessment in consultation with the Graduate Studies Committee writes the annual assessment report for the common assessments of the graduate programs, including the common assessments linked to the core courses of the Master of Education degree programs. The candidate performance assessment plans are reviewed annually by the Teacher Education Core Assessment Committee or the Graduate Studies Committee and by the College Leadership Committee. Suggestions for improvements are included in the annual assessment reports. The Assistant Dean for Assessment also writes annual summary reports for course evaluations and faculty workloads in the College. Annual reports are also written by other offices, such as the Office of Field Experiences, the Advising Center, and the Instructional Materials Center, as specified in the College of Education
Candidate Performance and Unit Operations Assessment Plan. The overall unit assessment system is reviewed annually by the College Leadership Committee. Assessment reports are shared with appropriate members of the professional community for input. Any member of the faculty can make recommendations for changes to any part of the assessment plan by submitting his or her recommendations to the appropriate committee, department, program, or office, or by sending the recommendations to the Assistant Dean for Assessment.

Decision-Making Processes Regarding Policies

Policies of the State Board of Education and/or the university and College administration are communicated to the faculty, staff, and candidates by the appropriate administrators. Accreditation policies and requirements are also communicated by appropriate administrators. The policies may also be stated in the Faculty and Staff Handbook and Student Handbook or posted to the university web pages or the College intranet site.

Academic policies that are codified in the Idaho State University Undergraduate Catalog or Graduate Catalog are processed according to the same communication and decision-making processes as regards the curriculum (as stated previously in this document), except where alternate or additional standing committees have been established in accordance with the College of Education faculty governance policies described in this document. See Table 3 for a flow chart. For example, the Admission and Retention Committee has been established to address policies regarding the admission and retention of candidates in undergraduate teacher education programs and the handling of Professional Progress Reports. It is also understood that university policies as stated in the Faculty and Staff Handbook determine the appropriate decision route and required considerations by university councils or committees, if any, for new policies or changes to policies following any College of Education approval. It is also understood that the faculty of the College of Education have input to the university policies through their elected and appointed representatives to university councils and committees.

Policies regarding faculty status, library liaison, instructional computing, instructional facilities, and other aspects of academic life that are in the realm of College faculty governance are developed and reviewed for change by the designated standing or special College committee. For example, proposals for changes to promotion or tenure policies are considered by the College of Education Promotion and Tenure Review Committee. Appendix C contains the current approved College of Education policy documents. Approved policy statements are also appended to the minutes of College meetings. See the flow chart in Table 3. In the absence of an existing standing or special committee, proposals for policies are reviewed for recommendation by an ad hoc committee created by the relevant faculty assembly, either the College Faculty or Graduate Faculty. Ad hoc or special committees may also be charged with the development of policy documents or the review of existing policy documents. For example, the College of Education Faculty Workload Policy was originally generated by a special committee and it has since been revised by ad hoc committees created for that purpose.

The proposals regarding any change in policies, or any process in the College may be initiated by faculty members or administrators within a program, department, administrative office, or by a representative committee. Proposals may be discussed at departmental or other faculty meetings before being submitted to the appropriate College standing or special committee for review and before being brought to the relevant faculty assembly for consideration. Proposals may also be submitted for consideration through and by College
committee representatives. In general, it is expected that proposals will be considered by a committee before being voted upon by the College Faculty or the Graduate Faculty. At the initial stages of committee review, it is expected that personnel who may be affected by the proposal will be consulted, given the opportunity to appear at a hearing, or given some other reasonable opportunity to give input on the proposed policy or change of policy. The proposal may also be strengthened if members of the professional community outside the College of Education are consulted. In accordance with their bylaws, the College Faculty or the Graduate Faculty will deliberate the proposed policy statements or documents at a meeting. The relevant faculty assembly may recommend, refer back for clarification and further consideration, or not recommend the proposal. Supported proposals are advanced to the Dean.

The Dean of the College of Education reviews policy proposals and may consult with the College Leadership Committee. The Dean may also seek wider input from the professional community before reaching a decision. The Dean may approve, refer back for clarification and further consideration, or reject the proposal. The decision of the Dean is communicated to the College faculty. It is understood that the policies and procedures must be consistent with the Board’s Rule Manual and Governing Policies and Procedures and the Idaho State University Faculty and Staff Handbook, and all applicable laws. Before instantiating the proposal as a policy, the Dean may further consult and consider appropriate language and minor changes to ensure consistency and compliance. If any major changes are required, the proposal will be referred back to the appropriate level in the governance process. Unless there is a written stipulation that the policy will not be effective until some stated future date or unless the policy or policy document requires approval at higher levels, policies and policy documents approved by the Dean become effective from the date of approval. The fully edited policy statements or documents will be communicated to the faculty (typically via posting to the College internet with email notification). The changes will be instituted in all related College of Education documents.

Table 3

College of Education Decision Processes for Policies

<table>
<thead>
<tr>
<th>I. Initiation of the Process</th>
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</thead>
<tbody>
<tr>
<td>1. Policy or policy change initiated by faculty members or administrators within a program, department, administrative office, or by a representative committee.</td>
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<tr>
<td>↓</td>
</tr>
<tr>
<td>2. Initiated policy or policy changes may be discussed at a faculty meeting or with administrators prior to being submitted to the relevant policy committee.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>II. College Decision Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Review and Recommendation by the Appropriate College Standing or Special Committee.</td>
</tr>
<tr>
<td>In the absence of a standing or special committee that has jurisdiction, the appropriate faculty assembly (either the College Faculty or the Graduate Faculty) will appoint an ad hoc or special committee to recommend a policy, create a policy document, or recommend changes to</td>
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</tbody>
</table>
existing policies. In any event, the representative committee will seek input or hold hearings before making recommendations.

4. Review and Recommendation of the College Faculty or Graduate Faculty

5. Review and Decision of the Dean

III. Higher Level Decision Processes (If Applicable)

Involvement of Candidates and the Professional Community

A. Involvement of Candidates in Unit Governance

Candidates participate as representatives on College committees, such as the Teacher Education Committee, the Undergraduate Curriculum Committee, the Graduate Studies Committee, the Scholarship Committee, the Admission and Retention Committee, and the Diversity Committee. Candidates are selected or elected as representatives in accordance with the procedures specified in the approved bylaws of the committees. Candidates also serve on program-level promotion and tenure review committees. In addition, candidates may be asked to serve as representatives on ad hoc and special committees formed by the College Faculty or Graduate Faculty depending upon the purposes for which the committees are formed. Candidates may also be asked to serve on departmental committees.

Candidates participate in university and College governance and have a voice in their general welfare through their elected representatives to the Associated Students of Idaho State University (ASISU) Senate. Active program candidates in the College of Education annually elect two representatives to serve on the ASISU Senate. The Senate has sole authority to approve the ASISU funded budgets for government operations, projects, student services, activity groups, and publications. The Senate also appoints representatives to many campus-wide committees. The College of Education Senators meet with the Dean or Associate Dean to advise them regarding general welfare issues of concern to candidates in the College of Education and to plan and implement sponsored activities.

Finally, candidates participate in the governance and leadership of organizations hosted by the College of Education. These organizations provide candidates with opportunities to meet and to interact with university faculty, peers, educators, and parents. They also provide them with professional development opportunities through conferences, presentations, volunteering, and special activities. The hosted organizations include the College of Education chapter of the Idaho Student Education Association (ISEA), the Student Council for Exceptional Children (CEC), which is a chapter of the National Council for Exceptional Children, the Business Professionals of America (BPA), and the Omega Mu Chapter of Kappa Delta Pi. Kappa Delta Pi is an international education honor society dedicated to promoting excellence in education, and the recognition of outstanding contributions to education. All of the organizations have faculty advisors. The Dean and Associate Dean meet with the presidents of these organizations to plan and implement sponsored activities and to discuss issues of general welfare.
B. Involvement of the Professional Community in Unit Governance

Involvement of the professional community, including both representatives from other colleges in the university and from practicing educators in regional school districts, in the design, implementation, and evaluation of the unit and its programs is essential to support the vision and mission of the College. In addition to the advisory committees and councils described below, representatives from the professional community are routinely and regularly included in unit governance through their participation on search committees, promotion and tenure review committees, program committees, candidate admission interview panels, candidate exit interview panels, assessment validity panels, event planning committees, and other committees or task groups. In addition, through special curriculum redesign committees and retreats, representatives from the professional community have participated in the fundamental decisions regarding the design of programs, core courses, and the unit assessment system. Administrators from the College of Education meet regularly with administrators in the other Colleges and departments to ensure involvement and collaboration in the implementation of programs and the unit assessment system. Finally, principals and cooperating teachers in partnership schools participate in decisions regarding the placement and supervision of candidates to ensure program graduates are highly qualified educators who are ready to contribute to the profession.

As discussed previously, the Dean of the College of Education has the authority, in consultation with the faculty and other administrators of the College, to establish representative groups or councils to provide recommendations and to accomplish the work of the College. To ensure the involvement of the professional community in unit governance, several standing advisory committees and councils of the College of Education have been established. The College of Education Advisory Council and Teacher Education Committee were described previously in the opening section on structure and governance. The additional representative advisory boards and councils of the College of Education are described below. See Appendix B for a copy of their bylaws. Minutes from the meetings are retained in the Dean’s Office and may be posted on the College of Education Intranet.

1. Partnership Schools Administrative Board

The Partnership Schools Administrative Board has the primary responsibility to select new pre-partnership schools, discuss any changes in the process or relationship between the school and ISU, and administration decisions within the partnership agreements. As stipulated in the Partnership School Agreements, the Board is comprised of the superintendents of the districts (or designee) in which partnership schools are located, other district level administrators as appointed by the superintendent of each district, the Dean of the College of Education (or designee), and the Coordinator of the College of Education Office of Field Experiences. The Partnership Schools Administrative Board is the final decision-making body for partnership school agreements.

2. Partnership Schools Liaison Council

The Partnership Schools Liaison Council meets regularly to discuss issues and develop plans of action related to the partnership schools including goals and objectives, professional development activities for university and school faculty, governance policies, and methods of assessing the impacts of partnership school activities. The
Partnership Schools Liaison Council is comprised of faculty representatives from each partnership school, the College of Education faculty liaison for each school, and the Director of the Office of Field Experiences who serves as the chair of the Council. The Council forwards recommendations to the Partnership Schools Administrative Board for consideration and action, when applicable.

The College of Education also collaborates with local school districts, education agencies, and professional organizations through the Intermountain Center for Education Effectiveness (ICEE). The mission of ICEE is to enhance the development and delivery of quality education, and to provide research and educational policy services to school districts in the region. In accomplishing this mission, the ICEE functions as a multi-disciplinary University Center, integrating expertise from ISU's colleges, departments, and educational and business leaders throughout the region. The ICEE consists of five centers - Effective Schools, Accountability & Assessment, Economic Education, Policy Studies & Education Research, and Professional Development. The Center for Professional Development has been charged with working with schools and teachers in developing and implementing professional growth experiences. In the conceptual framework of the College, educator preparation is viewed as continual professional development. The mission of the Center for Professional Development is to provide quality courses that help teachers, school administrators, and other learners to be introduced to new and updated techniques, content, and research to assist them in their professional roles. Idaho educators are required to complete six credits every five years to recertify their certificates. The collaborations facilitated by the ICEE allow the College of Education to learn from practicing educators as well as to assist them with their goals and needs.
Appendix A
Roles and Responsibilities

For positions with defined roles and responsibilities in the Idaho State University Faculty and Staff Handbook, the current position descriptions in the Idaho State University Faculty and Staff Handbook take precedence over the descriptions presented in this document. In addition, in accordance with the stipulation written in all annual contracts, all administrators, faculty and staff members are subject to the laws of the State of Idaho, the Rules and Governing Policies and Procedure of the State Board of Education, and all policies and procedures of Idaho State University and its departments and offices as any and each shall be changed and or amended.

Dean
The Dean, as the chief academic and administrative officer of the College, supervises all facets of the activities of the College with the assistance of the Associate Dean, and the department chairs. Consistent with the roles outlined in the Faculty-Staff Handbook, the responsibilities of the Dean include, providing leadership for the College, managing College-level budgets and resources, including external funding with the assistance of the Development Officer and the Budget Officer, communicating College information to and from the central administration and other units in the university, providing leadership for accreditation, supervising preparation and distribution of master calendar for the College, representing the College and serving as liaison with other educational institutions and agencies at the state, regional, national, and international levels, reviewing and forwarding promotion and tenure recommendations consistent with College and university guidelines, evaluating faculty and staff performance consistent with College and university guidelines, maintaining personnel files for all College of education personnel, appointing the personnel of the College with consideration of recommendations from the faculty, including administrators, faculty, and staff, advocating for the concerns of the College faculty and staff, providing leadership to the College professional advisory council, providing leadership to the teacher education committee, assuring that policies and procedures of the College are upheld and due process is followed at all decision levels of the College.

Additional information regarding the Office of the Dean may be found at http://ed.isu.edu/depts/deansoffice/deansoffice_index.shtml.

Associate Dean
Consistent with the roles and responsibilities for associate deans outlined in the Faculty-Staff Handbook, the Associate Dean performs administrative functions and faculty functions in the College of Education. The Associate Dean assists the Dean in collaboration with the faculty and other administrators in carrying out the role and mission of the College of Education. The Associate Dean represents the College and the Dean both internally and externally. The Associate Dean leads the preparation of NCATE/State Team accreditation reports and he or she coordinates all accreditation activities. The Associate Dean oversees College plans for the recruitment and retention of diverse candidates and faculty. The Associate Dean reviews and approves undergraduate student petitions, oversees the activities of College committees, including the College records of committee bylaws, policy documents and minutes, coordinates public relations for the College including production and distribution of the College of Education newsletter, recruitment materials, contacts with the media, etc. The Associate Dean
also supervises the Coordinator of Field Experiences and the Coordinator of the Instructional Materials Center and one administrative assistant. The Associate Dean undertakes the responsibilities of the College of Education in the absence of the Dean plus other duties as assigned by the Dean.

**Assistant Dean for Assessment**

The Assistant Dean collaborates with the Dean, other administrators, and the faculty in carrying out the role and mission of the College of Education. Consistent with the roles and responsibilities for assistant deans outlined in the Faculty-Staff Handbook, the Assistant Dean for Assessment performs administrative functions and faculty functions in the College of Education. The Assistant Dean for Assessment leads and maintains the unit assessment system of the College. The Assistant Dean for Assessment supervises all assessment activities in the College, including establishing routines for collecting and entering assessment data, working with College staff to ensure data entry, and working with the University's computer center staff to access data maintained by the University, etc. The Assistant Dean for Assessment prepares annual institutional assessment reports, the annual Title II report, and the annual reports to the National Council for Accreditation of Teacher Education, and the American Association of Colleges for Teacher Education, reporting the results to the Dean, the faculty, the University community, and other agencies. The Assistant Dean for Assessment works with the Office of Institutional Research to conduct annual College alumni surveys. The Assistant Dean for Assessment supervises local administration of the Idaho Comprehensive Literacy Assessment. The Assistant Dean for Assessment leads and disseminates the results of credibility studies of the common performance assessments of the College. The Assistant Dean for Assessment chairs the Teacher Education Core Assessment Committee, and teaches as appropriate (nine hours per calendar year). The Assistant Dean for Assessment supervises one administrative assistant and the Systems Administrator. The Assistant Dean for Assessment performs other duties as assigned. Additional information regarding the Office of the Assistant Dean for Assessment may be found at [http://ed.isu.edu/depts/assistdean/assistdean_index.shtml](http://ed.isu.edu/depts/assistdean/assistdean_index.shtml).

**Department Chairs**

Department Chairs perform administrative functions and faculty functions in the College of Education. Department Chairs communicate, coordinate, and are responsive to their department faculty and the Dean. In accordance with the Faculty-Staff Handbook [Part 2. Section III. B. 2. e], the responsibilities of a Department Chair are to coordinate and provide leadership for the department in all professional matters. Department Chairs manage department resources including staff, budgets, facilities, and materials, seeking faculty input when appropriate. Department Chairs supervise and evaluate faculty and staff performance, including completion of role statements, annual plans, mentor assignments, and annual evaluations of faculty and staff in their department. Department Chairs review and recommend to the Dean appointments, promotions, tenure, changes in salaries, sabbaticals, leaves of absence, dismissals or other matters affecting personnel of the department. Department Chairs also schedule classes, and coordinate teaching assignments with faculty expertise and role statements. Department Chairs lead department meetings, and establish in consultation with their faculty, committees, tasks groups, and individual task assignments to accomplish the work of the department. Department Chairs implement and maintain, in consultation with department faculty, program policies and procedures related to candidates, particularly in the areas of admission to programs, graduation,
and graduate study and research. Department Chairs prepare required forms and present proposals for curriculum changes. Department Chairs coordinate departmental outreach programs in Idaho Falls, Twin Falls, Boise, or other locations. Department Chairs keep faculty members informed of department, College, and institutional plans and activities and facilitate communication between the faculty and the Dean (such as, recommend to the Dean items for the College Leadership Committee agenda), and encourage and support a positive College climate. Department Chairs work cooperatively with the Office of the Assistant Dean for Assessment to prepare the Department for program evaluation and accreditation, and to prepare annual assessment reports. They also collaborate with the Assistant Dean to maintain a logical system for maintaining essential program records, including candidate records. Department Chairs work cooperatively with the Dean to establish the annual calendar for the College.

Additional information regarding the different departments within the College of Education may be found by accessing the following links: Department of Education Foundations (http://ed.isu.edu/depts/foundations/index.shtml), Department of Educational Learning & Development (DELD) (http://ed.isu.edu/depts/deld/index.shtml), Graduate Department of Educational Leadership & Instructional Design (http://ed.isu.edu/depts/leadership/index.shtml), and the Department of Sport Science & Physical Education (SSPE) (http://ed.isu.edu/SSPE/sspe.shtml).

Program/Assessment Coordinators

Program/Assessment Coordinators are faculty members who hold non-administrative leadership positions as facilitators for programs within the College, while simultaneously fulfilling the standard roles and responsibilities that accompany faculty status. Program/Assessment Coordinators report to the appropriate Department Chair.

Program/Assessment Coordinators (1) fulfill faculty responsibilities as specified by the University Workload Policy and University Faculty-Staff Handbook (e.g., teaching and advising, research, and service); (2) represent, advocate for, and are responsive to the needs, resources, and faculty of the program area; (3) facilitate the development of program area goals, plans, and curriculum consistent with the mission and goals of the Department and the College; (4) provide input to the Department Chair regarding program area curricular activities including scheduling of classes and assignment of faculty teaching loads according to faculty expertise and role statements; (5) facilitate the development and maintenance of policies related to program candidates, particularly in the areas of admission to programs, supervision of progress, and direction of graduate study and research (if applicable); (6) facilitate the development of advising sheets and materials for the program; (7) facilitate the development and submission to the Department Chair of catalog copy related to the program; (8) communicate budgetary needs to the Department Chair; and (9) write annual program assessment reports and periodic program review reports.

Faculty

The College of Education faculty consists of all individuals who hold of the rank of instructor (including lecturers), assistant professor, associate professor, or professor in one of the departments of the College. As colleagues, the members of the College faculty have obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of their associates and the exchange of criticism and ideas. They advocate for
the profession of education. Faculty members accept their share of responsibility in the governance and work of the College and for the creation and maintenance of a positive College climate. Consistent with the Faculty-Staff Handbook [Part 4. Section III], professional activities of the College of Education faculty are generally viewed to be in three categories: teaching, scholarship, and service (in accordance with the stipulations of their contracts and faculty role statements). In the area of teaching, faculty members have the responsibility to teach effectively the content of the courses they are assigned to teach, to assist candidates in meeting program goals and standards, to evaluate candidate performances fairly, and to provide candidates with feedback about their progress. Faculty members also have the responsibility to participate in the development of program goals, plans, and curriculum consistent with the mission and goals of the College/Department, including course scheduling and the coordination of teaching assignments with faculty expertise and role statements. Faculty members have the responsibility to work with colleagues and administrators in the development and maintenance of policies related to candidates, particularly in the areas of admission to programs, supervision of progress, determination of eligibility for program graduation, direction of graduate study and research, program evaluation, and the College accreditation review process. In the area of scholarship, faculty members have the responsibility to maintain a record of scholarly productivity and to engage in professional development. In the area of service, faculty members have the responsibility to participate actively in the leadership and shared governance of the College, to serve on councils and committees, to participate in professional organizations, and to respond to the needs of the schools, school districts, and other educational agencies through service activities in their areas of expertise. Faculty members also advocate for program candidates, advise candidates in their programs, serve on candidate committees, and participate in the awarding of scholarships and assistantships, promote and advise candidate organizations, and provide recruitment information for prospective program candidates regarding the program, department, and college plans and activities. Faculty members also participate in the search for and selection of new faculty and in the promotion and tenure review of their colleagues.

Coordinator of the Office of Field Experiences
The Coordinator of the Office of Field Experiences holds an administrative appointment in conjunction with a faculty appointment. The Coordinator of the Office of Field Experiences communicates with and is responsive to faculty, program coordinators, department chairs, directors of other offices in the College, and the Assistant Dean for Assessment, the Associate Dean and the Dean. The Coordinator of the Office of Field Experiences reports to the Associate Dean. Responsibilities of the Coordinator of the Office of Field Experiences include: (1) coordinates the student teaching internship component of clinical experiences including the placement of students, selection of cooperating teachers, and assignment of university supervisors; (2) prepares and distributes the Student Teaching Internship Handbook; (3) maintains the quality of the student teaching internship experience through monitoring of the activities of cooperating teachers and reviewing candidate evaluations of the cooperating teachers and university supervisors; (4) coordinates training for cooperating teachers and university supervisors; and (5) plans and conducts student teaching seminars. The Coordinator of the Office of Field Experiences also works cooperatively with the Office of Assistant Dean for Assessment to insure assessment data from internships and program exit interviews are maintained in the Teacher Education Program database. In consultation with department chairs
and faculty, the Coordinator of the Office of Field Experiences reviews candidates eligibility for an internship, implements policies and procedures regarding approval for student teaching, and reviews transcripts for graduation. The Coordinator of the Office of Field Experiences supervises one administrative assistant. Additional information regarding the Office of Field Experiences may be found at [http://ed.isu.edu/depts/fieldexp/index.shtml](http://ed.isu.edu/depts/fieldexp/index.shtml).

**Director of the Intermountain Center for Education Effectiveness**

The Director of the Intermountain Center for Education Effectiveness (ICEE) holds an administrative appointment in conjunction with a faculty appointment. The Director of the ICEE reports to the Vice President and Provost for Academic Affairs through the Dean of the College of Education. The Director of the ICEE collaborates with the Dean, other administrators, and the faculty in carrying out the role and mission of the College of Education and the work of the ICEE. The Director fosters and maintains collaborative partnerships with schools, businesses, other agencies, and stakeholders to establish a strong university and community presence. The Director provides supervision and evaluation of ICEE staff and manages the budget of the ICEE. The Director keeps faculty, College leadership and the Dean informed of ICEE plans and activities. The Director coordinates and manages the ICEE services that consist of: (1) all College of Education professional and staff development services for schools in regions 4, 5, and 6 of Idaho, (2) program and school evaluations and other studies as requested by schools and school district; (3) development of research briefs and assistance in accessing information databases to respond to requests for research information from schools and school districts; (4) grant writing and other collaborative efforts with schools and school districts to securing external funding, and (5) assistance with strategic planning. The Director of the Intermountain Center for Education Effectiveness supervises the staff of the Center. Additional information regarding the Intermountain Center for Education Effectiveness may be found at [http://icee.isu.edu/](http://icee.isu.edu/).

The Director provides supervision and evaluation of ICEE staff; advance the work of the ICEE to align with the University and its Colleges’ visions and missions; participate in Community, University, College and Department activities; work effectively with the Dean in partnering with university and community endeavors, and collaborate with P-12 programs; develop and sustain positive collaborative professional relationships with diverse shareholders; and effectively communicate and coordinate services to establish a strong university and community presence.

**Associate Director of the Intermountain Center for Education Effectiveness**

The Associate Director of the Intermountain Center for Education Effectiveness (ICEE) holds an administrative appointment in conjunction with a faculty appointment. The Associate Director of the Intermountain Center for Education Effectiveness (ICEE) reports to and collaborates with the Director of the Center in carrying out the work of the ICEE. The Associate Director of the ICEE serves as the Director of the Center for Professional Development and approves requests for professional development courses and instructors, scheduling of professional development courses, budgeting and fee collection, and course evaluations. The Associate Director of the ICEE also serves as the Director of the Center for Economic Education. The Center for Economic Education assists regional schools to improve their consumer and economic curricula. Additional information regarding the Intermountain
Center for Education Effectiveness may be found at [http://icee.isu.edu/](http://icee.isu.edu/). Additional information regarding the Center for Economic Education may be found at [http://icee.isu.edu/Economics/EconHome.html](http://icee.isu.edu/Economics/EconHome.html).

**Development Officer**

The Development Officer is a professional staff position. The Development Officer reports to and works with Vice-President for University Advancement and Dean of the College of Education. The Development Officer (1) develops and implements successful models for securing major gifts; (2) establishes and acts on priorities for the solicitation of gifts during annual campaigns; (3) corresponds and meets with donors, potential donors, alumni and friends of the College; (4) coordinates prospect identification, management, cultivation, solicitation and receiving of major gifts; (5) develops an annual performance plan; (6) prepares reports and analyses results of development efforts; (7) coordinates stewardship reports for current donors, and (8) develops proposals to seek funds for specific purposes from businesses and foundations. Additional information regarding the Development Office may be found at [http://ed.isu.edu/depts/development/index.shtml](http://ed.isu.edu/depts/development/index.shtml).

**Business Officer**

The Business Officer is a professional staff position. The Business Officer reports to and works with the Vice President for Finance and Administration and Dean of the College of Education. The Business Officer functions both as a member of the College Leadership Committee and as a member of the Council of University Business Officers in the Office of Finance and Administration. The Business Officer provides guidance to the Dean and facilitates the Dean's implementation of the full range of administrative, fiscal and human resources activities within the College, including resource planning, budget control, financial analysis and fiscal oversight of instructional and research programs, space administration, and organizational and operational improvements. Duties may include facilitating short- and long-term strategic planning for all operations, including personnel and staffing, instructional and research programs, and other programmatic services. The Business Officer makes recommendations to the College Dean and works with Department Chairs to address short and long-term budget and programmatic issues and requirements. The Business Officer is responsible for ensuring that College and departmental fiscal and administrative operations and practices comply with university and State policies and procedures.

**Coordinator of the Advising Center**

The Coordinator of the Advising Center is a professional staff position that reports to the Dean of the College of Education. The Coordinator manages the advising system for candidates in teacher preparation programs. The responsibilities of the Coordinator of the Advising Center include: (1) preparing and distributing program planning sheets for teacher preparation programs, (2) communicating entrance, retention, and graduation requirements to faculty, candidates, and others, (3) implementing, in consultation with Department Chairs, policies and procedures related to teacher preparation, particularly in the areas of admission, and (4) coordinating admission interviews. The Coordinator of the Advising Center conducts advising sessions with teacher candidates and provides advising for teacher education transfers. The Coordinator of the Advising Center also assists candidates with petition preparation when required. The Coordinator of the Advising Center serves on the Admission and Retention
Committee and the Undergraduate Curriculum Committee. The Coordinator supervises an administrative assistant and a graduate assistant, who support the operations of the Advising Center. Additional information regarding the Advising Center may be found at http://ed.isu.edu/depts/advisingcntr/advising_index.shtml.

Coordinator of the Instructional Materials Center
The Coordinator of the Instructional Materials Center is a professional staff position or faculty with administrative release position that administers the IMC and provides services to patrons. The Coordinator of the Instructional Materials Center reports to the Associate Dean. The College of Education Instructional Materials Center (IMC) serves as one of the repositories for curricular materials currently under adoption in the State of Idaho. The Center also houses varied collections of other materials including teaching manipulatives, video and audio recordings, computer software, theses and dissertations. These collections are managed and maintained by the Coordinator to serve candidates and faculty in the College of Education, the entire campus community and area educators. The Coordinator also supervises a graduate assistant and several work-study students, who support the operations of the IMC. Additional information regarding the Instructional Materials Center may be found at http://ed.isu.edu/depts/imc/imc_index.shtml.

Systems Administrator
The Systems Administrator is a professional position that provides technology support and other related services to the College of Education. The Systems Administrator reports to the Assistant Dean for Assessment. The responsibilities of the Systems Administrator include: (1) maintenance and upgrading of the College of Education computer hardware, (2) maintenance and upgrading of College of Education computer software, (3) maintenance, upgrading, and administration of College of Education servers and networking capabilities, including the College of Education intranet, (4) maintenance and upgrading of College of Education audio-visual equipment, and (5) development and maintenance of the College of Education web pages. In addition, the Systems Administrator supplies support services to faculty, staff, and administrators by resolving computer and network operations problems and by providing customized training to support the integration of technology into instruction. The Systems Administrator develops and maintains vendor relations with suppliers and with product support and engineering staff. This position also collaborates with the Assistant Dean for Assessment to develop the College of Education FileMaker Pro databases.

Regional Special Education Consultants
The Regional Special Education Consultants are professional staff positions that work to assist school districts in the southeastern region of Idaho to provide high quality programs for students with disabilities by providing pertinent information to Superintendents, Special Education Directors, and district personnel. The consultants provide telephone technical assistance, on-site technical assistance, mailings, in-service trainings and participation in meetings and conferences. They also participate in statewide planning and coordinate with the Bureau of School Achievement and School Accountability, State Department of Education (SDE) to ensure that all information shared throughout the state is consistent and thorough. The Regional Special Education Consultants monitor school district compliance with laws, policies, and procedures governing special education services. Additional information regarding the
Regional Special Education Office may be found at http://ed.isu.edu/depts/regsped/regsped.shtml.

Staff
The College of Education staff is comprised of all college personnel whose appointment, employment status, personnel actions, and primary employment benefits are conducted in accordance with the rules and regulations established by the Idaho Division of Human Resources and Personnel Commission. Principally, the College of Education staff consists of the administrative assistants who provide clerical support services to the administrative offices of the College. The assigned duties and responsibilities of the support staff vary with the classifications of their positions and the requirements of their service areas. However, it is the responsibility of all support staff to provide clerical services that support the vision and mission of the college and to provide effective internal and external customer services, including services to candidates and services to faculty to support in their teaching and mentoring of candidates. It is also the responsibility of all staff members to comply with employment, security, workplace safety, confidentiality, and records management policies. In addition, it is the role and responsibility of all staff members to demonstrate good knowledge, skills, and abilities required to meet their assigned duties, and to establish and maintain effective work relationships with candidates, faculty members, administrators, other staff members, and members of the professional community.