

2019 SENATE EDUCATION COMMITTEE

SB 2182

2019 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

SB 2182
1/16/2019
30860

- Subcommittee
 Conference Committee

Committee Clerk Signature Lynn Wolf / Pam Dever

Explanation or reason for introduction of bill/resolution:

Relating to scholarship eligibility requirements for students on an education career pathway.

Minutes:

Att # 1-Sen Poolman; Att #2-#3-Dale Hoerauf; Att#4 - Mark for Wayde Sick; Att #5-Jim Upgren; Att #6- Russ Ziegler

Chair Schaible: Please come to order and have the clerk take the roll. All present.

Sen Nicole Poolman, Dist. 7: I am here to introduce SB2182. 60% of teachers work within 20 miles of where they attended high school. I believe in growing around work force in North Dakota, but nowhere is that more important than in the field of education. We have clear pathways in business, agriculture, hospitality, and health related careers. As educators, we have never had a pathway for those interested in education. I am hoping that this bill will change that for students across the state. I am one of the first teachers in the first district in North Dakota to teach a class on education to students interested in a career of teaching. By creating a pathway under the career and technical education scholarship, we will give them incentive to become a teacher. 48 states now report a shortage in teachers and less than 5% of college freshmen declare a degree in education, we need to do what we can to grow our work force in North Dakota. (see att #1) Any questions? (3.37)

Dale Hoerauf, Director BPS Career & Technical Education/BPS Career Academy; (see att #2 and #3) (mic is off) (3.50-7.58)

Chair Schaible: I like the idea. These classes are mostly for juniors and seniors?

Dale: Yes

Chair Schaible: If they get the scholarship as a junior and decide to change their mind, will this limit them? Or can they be available for the other ones? Can they continue down a different pathway?

Dale: You may want to look at a sophomore class. We think also about the college pathway. (mic is off)

Chair Schaible: Have you noticed students who take a pathway and then change minds and because they did that are limited to what is available?

Dale: I wouldn't call it a problem. It is an opportunity to take different class now in Bismarck. Some classes cross pathways. (mic is off)

Chair Schaible: Are these courses available on line?

Dale: Many are through the Missouri River Education Consortium. This would help in rural areas. (mic is still off)

Chair Schaible: If you are in a rural, it is more difficult. More questions? More in favor?

Mark Wagner: Here on behalf of Wayde Sick (see att#4) (mic is still off) (11.20-14.5))

Sen Davison: When I was working in this area, we did not adopt all 16. Do we recognize the education pathway as one of our clusters in CTE? (15.04)

Mark Wagner: We do not.

Sen Davison: I was wondering about the teach certification and how that would work. We are working towards that.

Mark Wagner: Yes. (mic is off) (16.00-mic finally turned on)

Chair Schaible: More in favor? Please come up Kelly for questions.

Kelly Piera: We recognize education as a pathway. We just do not have programming yet. DPI and CTE are working on it.

Sen Davison: Now if we create a MISO3 number for it, and create that in CTE, do you see that in a need for funding increase or reimbursement or what?

Kelly Piera: Seems a bit redundant if we have a coordinated plan which already meets the requirements. No need to name double in both spots. (18.01) For funding, I don't think that is an issue.

Sen Davison: Could there be a turf war in the process? You don't have to answer.

Jim Upgren, Assist Director of School Approval & Opportunity, DPI: I am here in favor of this bill. (see att #5) (18.2-21.0) Any questions?

Steve Madler, Principal at Century High School: I am here in favor of this bill. I see a shortage of teachers in my 13 years in administration. This bill will help. We are very short in Science and Math and we get maybe 5 applications when we want to hire. Family Consumer Science teachers are hard to come by. The ones we have are wonderful. When we say we are going to run a pathway under that discipline, some schools may not have the opportunity and resources to teach these types of courses. (23.03) In our pathway, we are looking at two years of methods classes in education. That second year, we look at dual credit. A Family

Consumer Science teacher with a master in education is going to be very rare. When we look at the total package, we see that the pathway method will be in junior and senior years. But there are some good courses in CTE in child development. We are looking for flexibility. Any questions? (24.32)

Russ Ziegler, Council of Educational Leaders: Here in support of SB2182. (see att #6)
Any questions?

Brandt Dick, Superintendent of Underwood Public School, Pres. of North Dakota Small Organized Schools.: Please DO Pass this bill. If Bismarck gets 5 applicants, you know how few we will get. Thank you. (27.50)

Chair Schaible: Sen Poolman, can you answer a question?

Sen Rust: Why is this bill here? I understand we need more teachers but is there a hidden something? When you look at the requirements is that why?

Sen Poolman: We want to promote the concept of education pathway across the state. I am very interested in keeping it under both places because it is a combination of both types of courses. Principal Madler addressed that you will be hard pressed to find a FAX teacher with a masters or you will find a teacher who is already on overload. I would reserve a principal right to look at the very best teacher in his building to tap them to be the teacher of the course. Then you won't have a turf war. They are going to get CTE course codes for those departments for those schools who want to make sure it falls under CTE. Please do not remove it from CTE scholarship. People going into education typically do not have high ACT scores. If we are talking about recruiting and getting kids to take a career education pathway, it is important to keep it under career and technical education. (31.57)

Sen Rust: I am exactly with you. Lots of students go into education because they were inspired by a teacher.

Sen Poolman: The students I teach now, are inspired from past teacher and present teachers.

Sen Rust: I am still wondering if one of the problems that if you don't create this pathway, you will lock students out of getting a scholarship.

Sen Poolman: That absolutely is a piece of the puzzle. I just want us to prioritize a pathway the same way that we prioritize agriculture and business. We need to build an education work force.

Sen Rust: That is good, but if there is an issue that supersedes these others, we need to eliminate that issue. (33.42) If we don't have these courses included, and I want this scholarship, then I can't take these courses to get the scholarship. We need to eliminate that by including them.

Sen Poolman: We need to make sure that students are following the pathway to make sure they qualify.

Chair Schaible: Our goal is to create and keep open as many options for students as possible.

Sen Davison: I agree that the best teach should be used that aligns with the subject. You are teaching a general education class. Have you looked into what it would take to be CTE certified if it went under the same pathway?

Sen Poolman: We have talked. Yes. They believe if I have been teaching for 20 years, I could be considered an expert in the field.

Sen Davison: It is important to have a separate CTE board in North Dakota and a separate DPI board. We need to work through this process to be best for the students. Great idea. Thanks.

Chair Schaible: Any more in favor? Any agency? Any opposed? Seeing none, we are closed.

2019 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

SB 2182
1/22/2019
31223

- Subcommittee
 Conference Committee

Committee Clerk Signature Lynn Wolf

Explanation or reason for introduction of bill/resolution:

A bill relating to scholarship eligibility requirements for students on an education career pathway.

Minutes:

Att. 1-19.0524.02001

Chairman Schaible: Ok, Committee we are going to look at SB 2182. I have prepared an amendment (19.0524.02001). In talking with the sponsor and with our discussion, this bill's intent was to create an exemption for this biennium so there would be a career pathway in the Career and Technical end of the scholarship for educational pathways instruction for teaching type pathways. What we didn't want was to create a feeling that we could create a pathway for everything other than the academic side of the scholarship. So what we are looking at is for just this biennium to create that pathway until the credential board could take care of the course coding for that so that it would no longer be needed. The amendment put that language in two places and makes it so that it is exempt for the first two years on both sides. After that, it is only in it for the academic side. Under Career and Tech, it would be a pathway and it would no longer be needed. The rational for that is that we didn't want other sciences or courses come in and ask for the same kind of exemption so that we were softening the quality of the academic side of our scholarship program. In talking with the prime sponsor of the bill, he was ok with that and agreed with that. That should accomplish what we are trying to do with the bill.

Senator Oban: Were you hoping this bill would be in effect for any students currently in this program who would potentially applying for scholarships? Would there have to be an emergency clause on this bill?

Chairman Schaible: I think this would be in effect for the 2020 session, so we could put it on there if the committee thinks it is necessary. I don't know if they could get the course codes in place by that first year. The House could also add it if it gets that far.

Senator Oban: Move amendment 19.0524.02001 be approved.

Senator Davison: Second.

Chairman Schaible: Discussion.

Senator Rust: I am looking at it to see what it says. In the first part, 15.1-2102.4, there are changes in a couple of sentences that you are going to do rules rather than specify, correct?

Chairman Schaible: Correct.

Senator Rust: You did not change page for lines 16-21. Is that correct?

Chairman Schaible: Yes, that is correct.

Senator Rust: The reason for that is the one is Career and Tech scholarship and the other one you are OK as it is?

Chairman Schaible: Yes, the academic side will be done with the rules.

Senator Davison: Would they –the CTE one- not have completed a pathway, so that will take care of that. They will have their own pathway already.

Senator Rust: What I see is where the Superintendent shall adopt rules to govern, that's under the Career and Tech version.

Chairman Schaible: Would you like me to get a Christmas tree version of the bill? I'll request a Christmas tree version.

Senator Oban: Would it be better if I withdrew my motion? I withdraw my motion.

Senator Davison: Second

Chairman Schaible: Motion to adopt withdrawn and we are back to just discussing the amendment and with the Committee's recommendation, I will request a Christmas tree version and further review this with the stakeholders.

2019 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

SB 2182
1/23/2019
31257

- Subcommittee
 Conference Committee

Committee Clerk Signature Lynn Wolf

Explanation or reason for introduction of bill/resolution:

A bill relating to scholarship eligibility requirements for students on an education career pathway.

Minutes:

Att. #1-Schaible(christmas tree version of bill)

Chairman Schaible handed out the Christmas tree version of SB 2182 with the amendment 19.0524.02001 and asked the committee members to review it for discussion later.

2019 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

SB 2182
2/5/2019
32198 (4:58)

- Subcommittee
 Conference Committee

Committee Clerk: Lynn Wolf

Explanation or reason for introduction of bill/resolution:

A bill relating to scholarship eligibility requirements for students on an education career pathway.

Minutes:

No Attachments

Chairman Schaible: Committee we will look at 2182. We have added dual credit, we added the exemption for a pathway so we can complete this in this biennium and I believe we made it so that it was required to be in law after that. We are giving an exemption for one pathway currently under the academic side until the rules and regulations are written for the other pathway – the other side. Then, it will be just that way after – that is why there are two effective dates.

Senator Rust: There is an expiration date.

Chairman Schaible: For part of the one bill that –

Senator Rust: Expires 2020 (muffled and difficult to hear)

Chairman Schaible: Right. So, we have dual credit on page two. And we are creating a pathway on page four.

Senator Rust: To move this forward, I move a Do Pass on amendment 19.0524.02002

Chairman Schaible: I think the amendment was passed.

Senator Oban: I have a note that the amendment was moved and seconded and then was withdrawn.

Chairman Schaible: Ok, I don't have the voting.

Senator Oban: I am trying – what problem we were looking into – that I'm not sure anyone looked into -

Chairman Schaible: I don't think there was a problem, I think we just wanted time to look at it. Unless there is a problem – yes, you can move on the amendment.

Senator Rust: I'll still do that.

Chairman Schaible: Senator Rust moved on the amendment (19.0524.02002).

Senator Elkin: Second.

Chairman Schaible: We have a motion and a second for the adoption of the 2001 version on SB 2182. Other discussion? Hearing none, clerk call the roll.

Roll Call Vote: 7 Yeas; 0 Nays; 0 Absent.

Amendment is adopted.

Chairman Schaible: Before us we have the amended version of SB 2182. Discussion?

Senator Oban: I move Do Pass as Amended on SB 2182.

Senator Marcellais: Second.

Roll Call Vote: 7 Yeas; 0 Nays; 0 Absent.

Motion Carries.

Marcellais will carry the bill.

February 5, 2019

SL
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PROPOSED AMENDMENTS TO SENATE BILL NO. 2182

Page 1, line 3, after "pathway" insert "; to provide an effective date; and to provide an expiration date"

Page 2, line 23, after "placement" insert "or dual-credit"

Page 3, after line 9, insert:

"SECTION 2. AMENDMENT. Section 15.1-21-02.4 of the North Dakota Century Code is amended and reenacted as follows:

15.1-21-02.4. North Dakota career and technical education scholarship.

Any resident student who graduates from a high school during or after the 2010-11 school year and any resident student who completes a program of home education supervised in accordance with chapter 15.1-23 during or after the 2012-13 school year is eligible to receive a North Dakota career and technical education scholarship provided the student:

1. Completed four units of English language arts from a sequence that includes literature, composition, and speech;
2. Completed three units of mathematics, including:
 - a. One unit of algebra II, as defined by the superintendent of public instruction; and
 - b. Two units of any other mathematics, which may include one unit of computer science;
3. Completed three units of science, consisting of:
 - a. (1) One unit of biology;
(2) One unit of chemistry; and
(3) One unit of physics; or
 - b. (1) One unit of biology;
(2) One unit of physical science; and
(3) One unit or two one-half units of any other science;
4. Completed three units of social studies, including:
 - a. One unit of United States history;
 - b. (1) One-half unit of United States government and one-half unit of economics; or
(2) One unit of problems of democracy; and

2003

- c. One unit or two one-half units of any other social studies, which may include civics, civilization, geography and history, multicultural studies, North Dakota studies, psychology, sociology, and world history;
- 5. a. Completed one unit of physical education; or
- b. One-half unit of physical education and one-half unit of health;
- 6. Completed:
 - a. One unit selected from:
 - (1) Foreign languages;
 - (2) Native American languages;
 - (3) American sign language;
 - (4) Fine arts; or
 - (5) Career and technical education courses; and
 - b. Two units of a coordinated plan of study recommended by the department of career and technical education and approved by the superintendent of public instruction or an education pathway approved by the superintendent of public instruction which may be governed by rules adopted by the superintendent of public instruction;
- 7. Completed any five additional units, two of which must be in the area of career and technical education;
- 8. a. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based on all high school units in which the student was enrolled; and
- (2) Obtained a grade of at least "C" in each unit or one-half unit; or
- b. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based only on the units required by subsections 1 through 7; and
- (2) Obtained a grade of at least "C" in each unit or one-half unit; and
- 9. Received:
 - a. A composite score of at least twenty-four on an ACT; or
 - b. A score of at least five on each of three WorkKeys assessments recommended by the department of career and technical education and approved by the superintendent of public instruction."

Page 4, line 20, after "placement" insert "or dual-credit"

Page 5, after line 14, insert:

"SECTION 4. EFFECTIVE DATE. Section 2 of this Act becomes effective on August 1, 2021.

SECTION 5. EXPIRATION DATE. Section 1 of this Act is effective through July 31, 2021, and after that date is ineffective."

Renumber accordingly

Date: 2-5-19
Roll Call Vote #: 1

2019 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2182

Senate Education Committee

Subcommittee

Amendment LC# or Description: 19.0524.02002

Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
Other Actions: Reconsider _____

Motion Made By Rust Seconded By Elkin

Senators	Yes	No	Senators	Yes	No
Chairman Schaible:	✓		Senator Marcellais:	✓	
Vice-Chairman Fors:	✓		Senator Oban:	✓	
Senator Davison	✓				
Senator Elkin:	✓				
Senator Rust:	✓				

Total (Yes) 7 No 0

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:
Amendment Adopted

REPORT OF STANDING COMMITTEE

SB 2182: Education Committee (Sen. Schaible, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends **DO PASS** (7 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2182 was placed on the Sixth order on the calendar.

Page 1, line 3, after "pathway" insert "; to provide an effective date; and to provide an expiration date"

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Page 3, after line 9, insert:

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1. Completed four units of English language arts from a sequence that includes literature, composition, and speech;
2. Completed three units of mathematics, including:
 - a. One unit of algebra II, as defined by the superintendent of public instruction; and
 - b. Two units of any other mathematics, which may include one unit of computer science;
3. Completed three units of science, consisting of:
 - a. (1) One unit of biology;
(2) One unit of chemistry; and
(3) One unit of physics; or
 - b. (1) One unit of biology;
(2) One unit of physical science; and
(3) One unit or two one-half units of any other science;
4. Completed three units of social studies, including:
 - a. One unit of United States history;
 - b. (1) One-half unit of United States government and one-half unit of economics; or
(2) One unit of problems of democracy; and
 - c. One unit or two one-half units of any other social studies, which may include civics, civilization, geography and history, multicultural

- studies, North Dakota studies, psychology, sociology, and world history;
5.
 - a. Completed one unit of physical education; or
 - b. One-half unit of physical education and one-half unit of health;
 6. Completed:
 - a. One unit selected from:
 - (1) Foreign languages;
 - (2) Native American languages;
 - (3) American sign language;
 - (4) Fine arts; or
 - (5) Career and technical education courses; and
 - b. Two units of a coordinated plan of study recommended by the department of career and technical education and approved by the superintendent of public instruction or an education pathway approved by the superintendent of public instruction which may be governed by rules adopted by the superintendent of public instruction;
 7. Completed any five additional units, two of which must be in the area of career and technical education;
 8.
 - a.
 - (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based on all high school units in which the student was enrolled; and
 - (2) Obtained a grade of at least "C" in each unit or one-half unit; or
 - b.
 - (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based only on the units required by subsections 1 through 7; and
 - (2) Obtained a grade of at least "C" in each unit or one-half unit; and
 9. Received:
 - a. A composite score of at least twenty-four on an ACT; or
 - b. A score of at least five on each of three WorkKeys assessments recommended by the department of career and technical education and approved by the superintendent of public instruction."

Page 4, line 20, after "placement" insert "or dual-credit"

Page 5, after line 14, insert:

"SECTION 4. EFFECTIVE DATE. Section 2 of this Act becomes effective on August 1, 2021.

SECTION 5. EXPIRATION DATE. Section 1 of this Act is effective through July 31, 2021, and after that date is ineffective."

Renumber accordingly

2019 HOUSE EDUCATION

SB 2182

2019 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

SB 2182
3/6/2019
33345

- Subcommittee
 Conference Committee

Committee Clerk: Bev Monroe

Explanation or reason for introduction of bill/resolution:

A bill relating to scholarship eligibility requirements for students on an education career pathway

Minutes:

Attachment 1, 2, 3, 4, 5, 6, 7

Chairman Owens: Opened the hearing on SB 2182.

Sen. Nicole Poolman: (Attachment 1)

Chairman Owens: Any questions from the committee? Those in support?

Dale Hoerauf, Director, Bismarck Public Schools Career & Technical Education & Bismarck Public School Career Academy: (Attachment 2)

Chairman Owens: Any questions from the committee?

Steve Madler, Principal, Century High School: (Attachment 3)

Chairman Owens: Any questions from the committee?

Rep. Brandy Pyle: Why are we putting this in the scholarship portion when we are creating a pathway and it could be done under the current technical education programs?

Steve Madler: When a student qualifies for a career in a technical education scholarship, there is a certain course code that students take and in order for a teacher to teach a CTE class, they have to be credentialed under the Division of Career and Technical Education. Teachers that aren't credentialed under CTE, none of the courses they teach qualify for pathway. We have a system of discipline in education where there are classes that do fit and do not fit that pathway.

Chairman Owens: You said in your testimony "dual-credit course" and you referred to a Master's in Education? By the year 2023, teachers are going to have a master's plus 18 to teach dual credits. Do you already have people on that pathway?

Steve Madler: We have. Many times when you look at a Master's in Education, it is a 40 credit masters in the education track. The content expertise masters would satisfy and have that 40 credits.

Chairman Owens: The Higher Learning Commission standards are changing their standards to require a masters plus eighteen after that to go higher in order to teach a dual credit course. You are aware of that?

Steve Madler: That's correct. When the education courses where someone has their Master's in Education and it's under the division of Education, there is inherently going to be a number of credits that they have already taken in pedagogy in addition to their Master's.

Chairman Owens: Any further questions in support?

Russ Ziegler, NDCEL: (Attachment 4)

Chairman Owens: Any questions from the committee? Others in support?

EIRoy Burkle, NDSOS: (Attachment 5)

Chairman Owens: Any questions? Further support for SB 2182?

Kelly Pierce, Dept. of Career and Technical Education: (Attachment 6)

Chairman Owens: Any questions from the committee? Others in support?

Joe Kolosky, Deputy Director of School Approval & Opportunity with DPI: (Attachment 7)

Chairman Owens: Any questions from the committee? Others in support? Any in opposition? Any neutral testimony? We will close the hearing on SB 2182.

2019 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

SB 2182
3/13/2019
33640

- Subcommittee
 Conference Committee

Committee Clerk: Bev Monroe

Explanation or reason for introduction of bill/resolution:

A bill relating to scholarship eligibility requirements for students on an education career pathway

Minutes:

Chairman Owens: Any discussion on SB 2182?

Rep. Pat D. Heinert: I recommend a **Do Pass** on SB 2182.

Rep. Mary Johnson: **Seconded.**

Chairman Owens: Any discussion?

A **Roll Call Vote** was taken: **Yes 14, No 0, Absent 0.** A **Do Pass** carries. **Rep. Heinert** will carried SB 2182.

2019 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

SB 2182
3/19/2019
33937

- Subcommittee
 Conference Committee

Committee Clerk: Bev Monroe

Explanation or reason for introduction of bill/resolution:

A bill relating to scholarship eligibility requirements for students on an education career pathway

Minutes:

Chairman Owens: Looking at SB 2182, this is recalled to us. It was to verify something that was in the bill. There is nothing wrong with the bill, it has been verified so we don't have to reconsider it and we will send it back to the floor.

It appeared in Section 1, 15.1-21-02.4 and Section 2 is the same code yet they read differently. You have to go to Section 4 and 5. Instead of putting the time frames in the sections like they normally do, the time frames are put in Section 4 and 5. They apply at different times. That's a little information for when the bill is presented.

**2019 HOUSE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. 2182**

House Education _____ Committee

Subcommittee

Amendment LC# or Description: _____

- Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
 Other Actions: Reconsider _____

Motion Made By Rep Heinert Seconded By Rep. M. Johnson

Representatives	Yes	No	Representatives	Yes	No
Chairman M. Owens	✓		Rep. Guggisberg	✓	
V. Chair. Schreiber-Beck	✓		Rep. Hager	✓	
Rep. Heinert	✓				
Rep. Hoverson	✓				
Rep. D. Johnson	✓				
Rep. M. Johnson	✓				
Rep. Johnston	✓				
Rep. Longmuir	✓				
Rep. Marschall	✓				
Rep. Pyle	✓				
Rep. Strinden	✓				
Rep. Zubke	✓				

Total (Yes) 14 No 0

Absent 0

Floor Assignment Rep. Heinert

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

SB 2182, as engrossed: Education Committee (Rep. Owens, Chairman) recommends **DO PASS** (14 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2182 was placed on the Fourteenth order on the calendar.

2019 TESTIMONY

SB 2182

SB 2182
1-16-19
A# #1
pg 1

Nicole Poolman

Testimony on SB 2182

Senate Education Committee

Wednesday, January 16, 2019 9:00 am

Good morning, Chairman Schaible and members of the Education Committee, my name is Nicole Poolman, state senator from District 7 representing Bismarck and Lincoln. I am here today to introduce SB 2182, a bill to provide an education pathway under the Career and Technical Education Scholarship.

Sixty percent of teachers work within 20 miles of where they attended high school. I am always a believer in the importance of growing our own workforce here in North Dakota, but nowhere is that more important than in the field of education. We have career pathways in business, agriculture, hospitality, and health-related careers, but ironically, we have never, as educators, had a pathway for those interested in education. I am hoping that SB 2182 can begin to change that for students across the state.

To give you a little background: Thanks to the leadership of Dale Hoerauf at the Bismarck Career Academy, Assistant Superintendent Ben Johnson, and my principal, Steve Madler, I am lucky enough to be one of the first teachers in the first district in North Dakota to teach a class in education to students interested in pursuing careers in our field. I have students interested in teaching elementary, middle, high school, and college. I have students who want to work as school occupational therapists and counselors. They are already thinking about future roles in coaching and administration and developing a passion for education before they even walk on to a college campus.

By creating a pathway under the Career and Technical Education Scholarship, we will give them an incentive to continue their journey to becoming a teacher and build our workforce at a time when we already face teacher shortages across the country. With 48 states reporting a teacher shortage, and less than 5% of college freshman intending to major in education, we need to do all we can to grow our own workforce here in North Dakota, understanding that the teachers of tomorrow are sitting in the classrooms of today.

The classes listed in this pathway are a combination of regular education classes and CTE classes, and that is why we needed to create a specific pathway here. And for those of you who may be wondering what Peer-to-Peer Leadership is, that is an awesome course focused on special education.

I hope you will support SB 2182 and help us recruit great students into the teaching profession, ensure they are better prepared for college courses, and offer an incentive in the form of scholarship dollars to help them get there.

Who will be the **NEXT**
GENERATION

_____ of **teachers** _____

we are all counting on to
educate and empower
students?

FIND OUT. ►

SR2182
1-16-19
Att.# 1
P 1 of 4

60%

20 MILES

Over 60% of teachers work within 20 miles of where they attended high school. The future teaching workforces of every community are sitting on the student side of the desks **today. Starting early and growing our own is a must for every community.**

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Why Start in High School?

The road to great teaching and a strong homegrown workforce must begin before college. By starting early, districts, schools, and communities:

- ▶ Encourage bright, creative young people to try out teaching
- ▶ Help students develop transferrable skills through leadership development and student teaching experiences
- ▶ Increase diversity in the local teacher workforce
- ▶ Create career ladders for local teachers and give them opportunities to lead without leaving the classroom

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Senate Bill 2182

Chairman Schaible and members of the committee, my name is Dale Hoerauf, I am the Director of Bismarck Public Schools Career & Technical Education and the Bismarck Public School Career Academy.

I am testifying in favor of Senate Bill 2182. On January 7, 2016 I was asked to address the North Dakota Educator Recruitment and Retention Task Force. The Task Force members were made up of representatives from higher education, DPI, ESPB, the Department of Career and Technical and NDSBA. I was asked to address the Task Force on this objective: *teacher recruitment at the high school level from career and technical education pathways*. The issue: the shortage of teachers in North Dakota. I shared with the Task Force members, as I am sharing with you here today, the career pathway course guide that is available to students in Bismarck Public Schools. The career pathway booklet identifies various careers and courses that students can take to help them explore and follow. If students take two courses within the pathway they are eligible for a \$6000.00 scholarship

At the BPS Career Academy we have classes that address current skilled labor shortages in Welding, Electronics, Engineering, Health industries as just a few examples. We have a model that works very well for counselors, students, parents and industry partners. Therefore, it would make sense to take the same model and apply it to an Education Career pathway.

This Education Career pathways will give students an opportunity to explore the teaching profession. Currently in Bismarck Public Schools we are offering classes called Exploring the Teaching Profession I & II. These classes give students an understanding of the education profession. The course is taught by teachers who have a passion for the teaching profession. With an Education Career Pathway similar to the CTE pathways and attaching a \$6000.00 scholarship, this is one answer to helping address the teacher shortage. Thank you for your time.



South Central High School
 406 South Anderson Street
 Bismarck ND 58504
www.schs.bismarckschools.org



BPS Career Academy
 1221 College Drive
 Bismarck, ND 58501
www.bismarckcte.org



Bismarck Technical Center
 1200 College Drive
 Bismarck, ND 58501
www.bismarckcte.org



Century High School
 1000 E. Century Ave.
 Bismarck, ND 58501
www.chs.bismarckschools.org



LEGACY HIGH SCHOOL

Legacy High School
 3400 Calgary Ave.
 Bismarck ND, 58503
www.lhs.bismarckschools.org



Bismarck High School
 800 N. 8th St.
 Bismarck, ND 58501
www.bhs.bismarckschools.org



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Bismarck Public Schools

CAREER & TECHNICAL EDUCATION

2017-2018

BUILDING A FUTURE

www.bismarckcte.org

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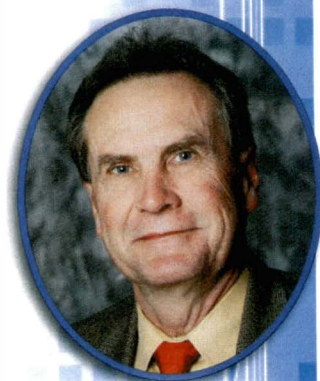


INTRODUCTION



Bismarck Public Schools is pleased to offer a large variety of "hands on" career and technical education classes. Newly remodeled classrooms and labs, as well as state of the art equipment are available at no cost to high school students in the Bismarck/Mandan area.

We invite you to sign up for any classes that you are interested in. To enroll, visit with your school counselor or call 323-4340 to inquire about registering for one of the classes.



Mr. Dale Hoerauf
Director
dale_hoerauf@bismarckschools.org

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CAREER ADVISING

CAREER ADVISING

Thinking about the future is exciting! As students seek to discover a career path that is right for them, they are invited to consult with a career advisor. It is the role of the career advisor to be a resource as students put together a plan for the future that is consistent with their values, interests and abilities. As career and technical education students engage in a plan of study at the Career Academy or Technical Center, a career advisor can assist with enriched experiences such as job shadow/career forum placements, interest inventories, internship inquiries, CTE scholarship goals, ongoing career exploration, post-secondary planning, or job-seeking strategies.

Coordinated Plans of Study exist for nine career and technical education program areas through Bismarck Public Schools: Agriculture, Business and Office Technology, High School of Business, Family and Consumer Science, Medical Careers, Information Technology, Marketing Education, Technology Education, and Trade, Industry, and Technical Education (**Coordinated Plans of Study and the specific pathways preface each program area in this booklet**). Students who choose to focus their coursework in a specific CTE area may be eligible upon graduation for a \$6,000 **North Dakota Career and Technical Education Scholarship**, which is awarded to students who meet specific criteria and choose to attend a post-secondary institution in North Dakota. Students interested in this scholarship opportunity should visit with a career advisor and begin planning early to ensure that they are on track to meet the eligibility requirements.

Internship Opportunities go hand-in-hand with a student's desire to pursue a specific plan of study, and as such, an internship is typically a capstone course which can be taken after completing one full credit in a specific pathway. In the interest of connecting a student to the world of work, an internship may be a paid or unpaid job experience in which a student is teamed with a company or organization to extend the classroom learning with regard to specific technical and employability skills.

Job Shadow and **Career Forum** opportunities are also options for students who wish to find out more about a potential occupation. Available to juniors and seniors, a Job Shadow experience allows a student to explore a specific career of interest by observing an employee perform work duties at a place of employment. A Career Forum is similar, yet is conducted at a work site with a small group where students are introduced to multiple employees performing a variety of jobs within a broad interest area. Specifically, these experiences place students in a role where they can observe the daily routine of adult workers in order to clarify career interests, as well as gain awareness of the academic, technical and personal skills required by particular jobs.

Work based learning can provide many benefits to students during their high school years. Students interested in pursuing any of these career-related opportunities should visit with the Career Advisor at your school.

North Dakota State Scholarship Opportunities

The North Dakota state legislature passed legislation establishing two scholarship programs. Any resident student who graduates from high school and meets the criteria is eligible to apply for a **North Dakota Academic Scholarship** or a **North Dakota Career and Technical Education Scholarship** in the amount of \$750 per semester, or \$500 per quarter, for a total annual payment of \$1,500 based on full-time enrollment in an accredited higher education institution in North Dakota, both public and private.

The scholarships are renewable provided the student is enrolled full time and maintains a 2.75 GPA based on a 4.0 scale, reviewed each semester. Students may be eligible for up to \$6,000 within six academic school years (do not have to be consecutive) after graduation for undergraduate courses. The student must be enrolled in a minimum of 12 hours the first two terms and 15 hours each term thereafter. If a student requires less than 15 hours to graduate during the final two semesters, refer to NDCC 15.1-21-02.6. The scholarship link can be found at <http://www.dpi.state.nd.us/scholarship>

ND Academic Scholarship Eligibility Requirements

- Graduate from high school in North Dakota.
- Obtain a grade of at least a C in each course required for the diploma and scholarship and earn a cumulative grade point average of B (3.0).
- Course requirements:
 - » 1 credit of Algebra II
 - » 1 credit of mathematics for which Algebra II is a prerequisite
 - » 2 credits of same foreign language, Native American language, or sign language; or career and technical education from a coordinated plan of study recommended by the Department of Career and Technical Education and approved by the superintendent of public instruction.
 - » 1 credit of foreign language, Native American language, sign language, fine arts or career and technical education
- » 1 credit of an AP course and completion of the AP exam in that course or either ½ credit or 1 credit in a dual credit course
- Receive a composite score of at least a 24 on an ACT no later than the February ACT test date of your senior year. For more information go to www.actstudent.org

North Dakota Career and Technical Education Scholarship

- Graduate from high school in North Dakota.
- Obtain a grade of at least a C in each course required for the diploma and scholarship and earn a cumulative grade point average of B (3.0)
- Course requirements:
 - » 1 credit of Algebra II
 - » 2 credits of a coordinated plan of study recommended by the Department of Career and Technical Education
 - » 1 credit selected from foreign languages, Native American languages, American Sign language, fine arts, or Career and Technical Education
 - » 2 additional credits in the area of Career and Technical Education
- Receive a composite score of at least a 24 on an ACT or a score of at least a 5 on each of the three WorkKeys assessments (Locating Information, Reading for Information, Applied Mathematics). See your Career Advisor for testing dates, times, and locations.
- Deadline for taking the ACT or the WorkKeys assessments is the February ACT test date of your senior year. For more information on the ACT go to: www.actstudent.org For more information on the WorkKeys assessments go to: www.act.org/workkeys.
- Students who are eligible for the Career and Technical Education Scholarship due to scores earned on the WorkKeys assessments must also send a copy of their reports to the ND Department of Public Instruction, 600 East Boulevard Avenue, Bismarck, ND 58505-0440.

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AGRICULTURE

- To qualify for the North Dakota Technical Education Scholarship a student must earn 2 credits in the same column pathway.

Power, Structural & Technical Systems			Environmental Services System		
Course Code	Description	No. of Credits	Course Code	Description	No. of Credits
01043	Applied Mechanics - Sem 1	1	01043	Applied Mechanics - Sem 1	1
01044	Applied Mechanics - Sem 2	1	01044	Applied Mechanics - Sem 2	1
01999	CTE Internship (Agriculture)	½ - 1	01999	CTE Internship (Agriculture)	½ - 1
Must complete at least 2 credits			Must complete at least 2 credits		

APPLIED MECHANICS

Grade Placement: 9,10,11,12 **2 Credits (Block Class)** **Full Year**

Leather boots, welding gloves, and safety glasses are required. Coveralls or old set of clothes strongly suggested. This program includes: tool identification, the study of small engine repair, farm engine maintenance and tune up, repair using oxyacetylene, MIG and arc welding, repair of farm machinery and building of small metal projects. Further studies include: agriculture carpentry, building of small & medium wood projects & buildings, surveying, construction techniques and materials, concrete, plumbing, electricity, and utilities. The use of hand and power tools for projects is also included in the mechanics program. Leadership through FFA is an optional part of this course.

CTE INTERNSHIP (AGRICULTURE)

Grade Placement: 11, 12 **Semester 1 and/or 2** **May earn up to 2 credits**

Prerequisite: Student must have earned one full credit in a specific pathway of a CTE Coordinated Plan of Study. An internship may be a paid or unpaid out-of-the-classroom job experience in which a student is teamed with a company or organization to extend the classroom learning. An application must be completed and approved prior to registration for the class. To begin the application process, schedule an appointment with your career advisor. Transportation to and from the training site is the responsibility of the student. Students must be enrolled in six classes (junior year) or five classes (senior year) in addition to the internship. Students must complete 75 hours of work for ½ credit.



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AGRICULTURE RELATED COURSES



BOTANY/HORTICULTURE

Grade Placement: 10,11,12 **2 Credits (Block Class)** **Full Year**

Alternative credit: Fulfills up to 2 science credits for graduation; however both semesters will fulfill only one college entrance requirement credit for science. Successful completion of one semester of Botany/Horticulture will fulfill the biology requirement for graduation.

The Horticulture/Botany course is designed to give hands-on instruction as well as scientific concepts in skills related to nurseries, greenhouses, florist shops, lawn services, landscaping, park and landscape maintenance, gardening and fruit production. Leadership through the FFA is an optional part of this course.

AGRI-SCIENCE TECHNOLOGY

Grade: 10,11,12 **1 Credit (Block Class)** **Semester 1 or 2**

Alternative credit: Fulfills one science credit for graduation; however, this one semester course will fulfill only 1/2 college entrance requirement credit for science.

This Agri-Science Technology course is intended to introduce students to scientific, production, and mechanical concepts of agriculture and relating it to today's technology. It includes the study of agricultural plants, animals, soils, ag business, horticulture, pesticides, computers, carpentry, mechanics, and food technology. Field trips to various Ag related businesses are taken throughout the semester. Leadership through FFA is an optional part of this course.

BUSINESS & OFFICE TECHNOLOGY

- To qualify for the North Dakota Technical Education Scholarship a student must earn 2 credits in the same column pathway.

Business Management & Administration Cluster			Business Management & Administration/Finance Career Cluster		
Administrative Support			Accounting & General Management		
Course Code	Description	No. of Credits	Course Code	Description	No. of Credits
14010	Accounting I	1/2	14010	Accounting I	1/2
14011	Accounting II	1/2	14011	Accounting II	1/2
14022	Web Page Design	1/2	14022	Web Page Design	1/2
14024	Business Software App.	1/2	14024	Business Software App.	1/2
14095	Personal Finance	1/2	14095	Personal Finance	1/2
14230	Business Finance	1/2	14230	Business Finance	1/2
			14016	General Business	1/2
14999	CTE Internship (Business)	1/2 - 2	14999	CTE Internship (Business)	1/2 - 2

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BUSINESS SOFTWARE APPLICATIONS

Grade Placement: 10, 11, 12 $\frac{1}{2}$ credit **Semester 1 or 2**

This course will utilize the Microsoft Office Suite to create documents and presentations that are applicable to home and school use. Students will learn to use word processing software and develop skills for creating presentation documents. Students will learn spreadsheet applications with emphasis on using formulas, sorting, and creating tables and charts. These skills will not only apply to students during their time in the Bismarck Public Schools, but will also apply to future job and college tasks.

ACCOUNTING

Grade Placement: 9, 10, 11, 12 1 credit **Full Year**

Accounting is the "language of business." This course provides students with the fundamentals of maintaining financial records for sole-proprietorships, partnerships, and corporations. Students will explore how an enterprise maintains its financial record of daily business transactions, end-of-period work, financial statements, inventory, and depreciation. Students will complete real-life business simulation projects. General ledger accounting software and Microsoft Excel will be utilized.

PERSONAL FINANCE

Grade Placement: 9, 10, 11, 12 $\frac{1}{2}$ credit **Semester 1 or 2**

Personal Finance is a course highly recommended for every student, as well as for those interested in a business career. This course goes beyond traditional credit card and check-writing skills. You will learn how to manage personal finances and apply the basics of investing...and then you'll teach those skills to others! Students who have successfully completed Wealth Management in 9th grade are not eligible to register for this class.

WEB PAGE DESIGN

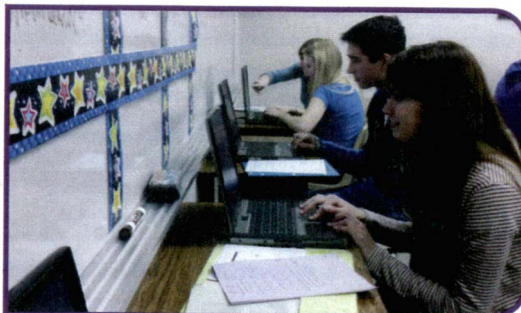
Grade Placement: 10, 11, 12 $\frac{1}{2}$ credit **Semester 1 or 2**

This course introduces students to Adobe Dreamweaver, Fireworks, and Flash software for creating and maintaining web pages. The students will focus on the overall production processes with particular emphasis on design elements involving layout, navigation, and interactivity. Careers in web design are explored and students are provided with opportunities to increase their communication, teamwork, and critical thinking skills. *Dual credit from Bismarck State College is available.*

CTE INTERNSHIP (BUSINESS & OFFICE TECHNOLOGY)

Grade Placement: 11, 12 **Semester 1 and/or 2** **May earn up to 2 credits**

Prerequisite: Student must have earned one full credit in a specific pathway of a CTE Coordinated Plan of Study. An internship may be a paid or unpaid out-of-the-classroom job experience in which a student is teamed with a company or organization to extend the classroom learning. An application must be completed and approved prior to registration for the class. To begin the application process, schedule an appointment with your career advisor. Transportation to and from the training site is the responsibility of the student. Students must be enrolled in six classes (junior year) or five classes (senior year) in addition to the internship. Students must complete 75 hours of work for $\frac{1}{2}$ credit.



MARKETING EDUCATION

• To qualify for the North Dakota Technical Education Scholarship a student must earn 2 credits in same column pathway.

Marketing Mangement			Professional Sales/Merchandising/Marketing Communication		
Course Code	Description	No. of Credits	Course Code	Description	No. of Credits
04210	Marketing I	½	04210	Marketing I	½
04215	Marketing II	½	04240	Sports & Entertainment Marketing	½
04290	School Based Enterprise	½-1	04290	School Based Enterprise	½-1
04999	CTE Internship (Marketing)	½-2	04999	CTE Internship (Marketing)	½-2

Must complete at least 2 credits of any of the above classes.

MARKETING I

Grade Placement: 9, 10, 11, 12 **½ credit** **Semester 1**

Students who have completed 1 semester of Marketing I will be able to sign up for Marketing II. This course will provide students with an overview of marketing occupations, necessary for all careers. This introductory course develops student understanding and skills in various business & marketing functions. Students acquire knowledge of business activities and factors affecting business, develop verbal and written communication skills, utilize job-seeking skills, and participate in career planning. Projects are integrated throughout the course.

MARKETING II

Grade Placement: 9, 10, 11, 12 **½ credit** **Semester 2**

Marketing II furthers student understanding and skills in the various marketing functions. Students coordinate channel management with other marketing activities, discuss the nature of marketing plans, generate product ideas, coordinate activities in the promotional mix, and demonstrate specialized sales processes and techniques. Economic and financial concepts are also stressed throughout the course. Current technology will be used to acquire information and to complete the projects.

SPORTS AND ENTERTAINMENT MARKETING

Grade Placement: 10,11, 12 **½ credit** **Semester 1 or 2**

This course will provide students with an overview of careers as they relate to sports and entertainment marketing. Students develop understanding and skills in the areas of marketing, promotion, and sales. Students will be involved in an on-line simulation in the sports or entertainment field. They will also complete a project using current technology for a sports or entertainment venue. Students are encouraged to further develop classroom skills while being involved in DECA.

SCHOOL BASED ENTERPRISE

Grade Placement: 11, 12 **½ credit** **Semester 1 or 2, or both**

Prerequisite: Marketing or Sports and Entertainment Marketing

This course will provide students with hands-on experience in the school store. The school based enterprise is a retail operation with marketing activities integrated into the learning experience. Students will learn various aspects of marketing including: product selection, pricing, promotion, placement of product, and customer service skills. Students will complete aspects of the school based enterprise certification.

To qualify for the Florida Technical Education Scholarship, a student must earn 2 credits in the same column pathway.

Human Services Career Cluster					Arts, A/V Technology & Communications Career Cluster			Hospitality & Tourism Career Cluster			
Family & Community Services			Early Childhood Development & Services		Textile & Design Arts			Nutrition & Foods			
Course Code	Description	No. of Credits	Course Code	Description	No. of Credits	Course Code	Description	No. of Credits	Course Code	Description	No. of Credits
09025	Independent Living	½	09025	Independent Living	½	09025	Independent Living	½	09025	Independent Living	½
09026	Child Development	½	09026	Child Development	½	09027	Creative Sewing	½	09131	Introduction to Foods (Beginning Foods)	½
09130	Parenting	½	09211	Child Related Careers	1	09027	Fashion I	½	09135	Contemporary Foods	½
09132	Family Living	½	09130	Parenting	½	09029	Fashion II (Advanced Fashion)	½ - 1	09136	World Foods	½
			09132	Family Living	½	09133	Housing and Interior Design	½	09213	Culinary Arts I	1
									09213	Culinary Arts II	1
			09299	CTE Internship (FACS)	½ - 2	09299	CTE Internship (FACS)	½ - 2	09299	CTE Internship (FACS)	½ - 2

INTRO. TO FOODS (BEGINNING FOODS)

Grade Placement: 9 ½ credit Semester 1 or 2 (Formerly Beginning Foods)

Intro. to Foods is an exploratory course designed to help students gain knowledge in basic food concepts. The primary focus is to give students hands-on experiences with a variety of food preparation techniques, kitchen/food safety, and recipe analysis. A strong emphasis on health food choices is a recurring theme throughout the semester. BHS is open to 9th and 10th graders.

CONTEMPORARY FOODS

Grade Placement: 10, 11, 12 ½ credit Semester 1 or 2

Recommended that Contemporary Foods be taken prior to Foods of the World.

This class is the introductory foods class. Basic skills in food preparation are taught with an emphasis on food lab experiences involving baked goods, produce, meats, grains, eggs, and dairy products. Students learn to use assorted appliances and utensils. Sound nutritional choices and food safety issues are recurring themes during the course.

WORLD FOODS (CULTURES AND CUISINES)

Grade Placement: 10, 11, 12 ½ credit Semester 1 or 2

BHS/CHS: Sophomores may register for Semester 2 only.

Prerequisites: Contemporary Foods and/or Intro. to Foods MUST be taken prior to World Foods.

Students will prepare foods from several different countries using ingredients and equipment specific to those countries. Techniques and skills used will be more in-depth than those used in Contemporary Foods. Students will develop an appreciation for other cultures through their exposure to the various ethnic cuisines.

CULINARY ARTS I

Grade Placement: 10, 11, 12 1 credit Full Year

Prerequisites: Introduction to Foods or students who have previously completed Beginning Foods or Contemporary Foods

This class is developed based off the level I ProStart curriculum. ProStart is a career-based curriculum that maximizes classroom instruction by providing real-life experience in teaching students culinary skills in a professional manner. Students gain knowledge in cooking, presentation, management procedures, purchasing, and working in professional culinary simulations. Culinary Arts I MUST be taken prior to Culinary Arts II.

CULINARY ARTS II

Grade Placement: 11, 12 1 credit Full Year

Prerequisites: Introduction to Foods and Culinary Arts I

This class is developed based off the level II ProStart curriculum. ProStart is a career-based curriculum that maximizes classroom instruction by providing real-life experience in teaching students culinary skills in a professional manner. In Culinary Arts II, the students will focus heavily on the Management Essentials in working in a restaurant environment. In addition to classroom instruction and experiences, these students will have an opportunity to gain some industry field-experience working on-site at various local establishments. Each student will be paired with his/her site based on their individual learning needs. Site transportation will be the responsibility of the student.

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CREATIVE SEWING (BHS ONLY)

Grade Placement: 9 ½ credit Semester 1 or 2

Cost of fabric and supplies is the responsibility of the student.

Creative sewing is a fun introductory class that includes sewing several projects. Use of the sewing machine and other sewing equipment is included. Students will learn about various aspects of the fashion industry as well.

FASHION I

Grade Placement: 9,10, 11, 12 ½ credit Semester 1 or 2

Cost of fabric and supplies is the responsibility of the student.

A variety of sewing projects will be completed. Fabric, price, quality, and construction techniques will all be discussed in relation to individual consumer needs. Along with discussion of updates in the textile and fashion industry, areas to be covered will include: personal color analysis, designs which complement the figure, and current trends and issues in fashion. Students will also explore the fashion industry and its methods of production and merchandising, as well as careers in fashion, design and merchandising.

FASHION II (ADVANCED FASHION)

Grade Placement: 10, 11, 12 ½ credit Semester 1 or 2

Prerequisite: *Fashion or comparable sewing background.*

Cost of fabric and supplies is the responsibility of the student.

This course allows students to take a step further into creating various advanced sewing projects based upon individual student skills and interests. Students will also expand their knowledge of the fashion industry, including designers, publications and trends.

HOUSING & INTERIOR DESIGN

Grade Placement: 10, 11, 12 ½ credit Semester 1 or 2

In this class, students will explore the exciting world of interior design. They will learn about furniture styles, decorating with color, architectural influence in housing, and applying professional decorating techniques using the elements and principles of design. Many hands-on projects are assigned in this class.

CHILD DEVELOPMENT

Grade Placement: 10, 11, 12 ½ credit Semester 1 or 2

This is a great course for students who expect to spend time around children. Throughout the semester students will be learning about the different stages of development from birth through the preschool years. Students will learn about babies through an infant simulation, learn how to plan age appropriate activities and practice at working with children in a preschool setting.

CHILD RELATED CAREERS

Grade Placement: 10, 11, 12 1 credit (2 Hr. Block) Semester 1 or 2

Recommended: *Child Development*

This experience would be beneficial for anyone interested in the teaching, counseling, special education and childcare professions. This class offers students the opportunity to learn creative skills dealing with children's literature, discipline, play, nutrition, and other child-related topics. Students will plan and operate a playschool for preschoolers in the high school classroom. During the second nine weeks, students will spend their 2-hour class period in a community placement working with children and job shadowing a possible career choice.

TRANSPORTATION TO TRAINING SITE IS THE RESPONSIBILITY OF THE STUDENT WITH PARENTAL APPROVAL REQUIRED.

FAMILY LIVING

Grade Placement: 11, 12 ½ credit Semester 1 or 2

(Can be taken in place of ½ credit of 12th grade physical education)

This course will help students to better understand the opposite sex, learn how to relate to friends, learn how to identify and avoid abusive relationships, lessen their chances of divorce, and cope with family crisis and change. All areas of the life cycle are covered. This class contains contemporary topics that some students may find controversial.

INDEPENDENT LIVING

Grade Placement: 11, 12 ½ credit Semester 1 or 2

This course is designed to better equip students for "real world" life after moving out on their own. Topics covered include: job hunting skills, money management, saving and investing, establishing and using credit, protection from identity theft, purchasing an automobile, rights and responsibilities of apartment living, healthy food choices and living on an overall budget.

PARENTING

Grade Placement: 11, 12 ½ credit Semester 1 or 2
 (Can be taken in place of ½ credit of 12th grade physical education)

This course is designed to prepare both males and females for one of life's major roles, that of developing positive and realistic attitudes and effective skills for parenting. Pregnancy, parenting roles of fathers and mothers, single parenting, and other parenting concerns are emphasized in this class. This class contains contemporary topics that some students may find controversial.

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CTE INTERNSHIP (FAMILY & CONSUMER SCIENCE)

Grade Placement: 11, 12 Semester 1 and/or 2 May earn up to 2 credits

Prerequisite: Student must have earned one full credit in a specific pathway of a CTE Coordinated Plan of Study. An internship may be a paid or unpaid out-of-the-classroom job experience in which a student is teamed with a company or organization to extend the classroom learning. An application must be completed and approved prior to registration for the class. To begin the application process, schedule an appointment with your career advisor. Transportation to and from the training site is the responsibility of the student. Students must be enrolled in six classes (junior year) or five classes (senior year) in addition to the internship. Students must complete 75 hours of work for ½ credit.

INFORMATION TECHNOLOGY

• To qualify for the North Dakota Technical Education Scholarship a student must earn 2 credits in the same column pathway.

Network Systems			Information Support & Services			Programming & Software Development		
Course Code	Description	No. of Credits	Course Code	Description	No. of Credits	Course Code	Description	No. of Credits
27101	Intro to Computer Software (Introduction to IT)	1	27101	Intro to Computer Software (Introduction to IT)	1	27101	Intro to Computer Software (Introduction to IT)	1
27219	Computer Hardware (IT Essentials)	1	27219	Computer Hardware (IT Essentials)	1	27120	AP Computer Principles	1
27266	Networking	1				27122	Computer Programming I	½
						27125	Computer Programming II	½
27999	CTE Internship (Information Technology)	½ - 2	27999	CTE Internship (Information Technology)	½ - 2	27999	CTE Internship (Information Technology)	½ - 2

COMPUTER PROGRAMMING I

Grade Placement: 10, 11, 12 1/2 credit Semester 1 or 2

Recommended: 1 Year of Algebra I

This course introduces the basics of computer programming using Visual Basic. Students will write their own computer applications, create basic animations, and be introduced to HTML code. This hands-on-course emphasizes logical thinking and problem solving skills.

COMPUTER PROGRAMMING II

Grade Placement: 10, 11, 12 1/2 credit Semester 1 or 2

Prerequisite: Computer Programming I

This course introduces the student to the programming language called Java. The course content includes extensive use of object-oriented programming with focus on proper programming techniques, control structures, arrays, and classes. The course is designed as a prerequisite to Advanced Placement Computer Science. Students entering this course should have prior programming experience.

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NETWORKING (FORMERLY HOME & OFFICE/NETWORKING)

Grade Placement: 10, 11, 12 **1 credit (Block Class)** **Semester 1 or 2**

Learn how to design, install, and manage small networks of wireless routers, computers, printers, and other devices used in a home or small office. This hands-on course will provide experience in setting up security and other networking policies needed for a fast, safe network. Innovations such as social networking, cloud computing, ecommerce, web conferencing, and desktop virtualization are changing the way we live, work, play, and learn. These capabilities are all powered by networks. Organizations in the state and around the world are experiencing a shortage of qualified workers. Students who gain knowledge and experience through these courses can earn industry certification and help fill hundreds of jobs in ND and an estimated eight million networking jobs around the world. Dual credit is available.

INTRO TO COMPUTER SOFTWARE (FORMERLY INTRO TO INFORMATION TECHNOLOGY)

Grade Placement: 9, 10, 11, 12 **1 credit** **Semester 1 or 2**

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic living online concepts. The content includes information technology career research; operating systems and software applications; electronics communications including e-mail, Internet Services, and emerging technologies.

COMPUTER HARWARE (FORMERLY IT ESSENTIALS)

Grade Placement: 9, 10, 11, 12 **1 credit (Block Class)** **Semester 1 or 2**

This course introduces students to computer hardware and operating systems. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. In addition, an introduction to networking is included. This course helps the students prepare for CompTIA A+ certification. Dual credit is available to 10, 11, & 12th grade students.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

Grade Placement: 10, 11, 12 **1 credit** **Full Year**

Prerequisite: 1 year of Algebra 1

This course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines. Students are introduced to programming through a variety of different styles and encouraged to apply creative. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. Topics include: The Internet (binary, IP addresses, packets, routing, protocols, etc.), Digital Information (compression, images, visualization, etc.), Algorithms and Programming (design, abstraction, functions, loops, etc.), Big Data & Privacy (implications, encryption, etc.), Building Apps (variables, Boolean logic, arrays, etc.), and Performance tasks (Create PT and Explore PT).

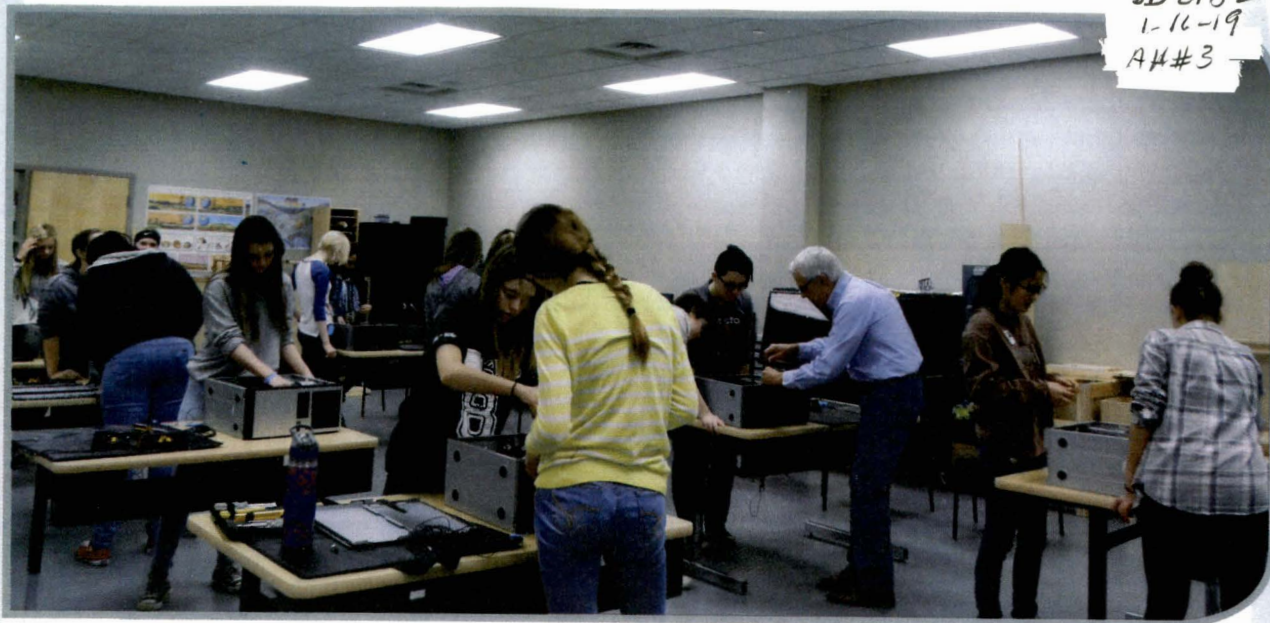
ADVANCED PLACEMENT COMPUTER SCIENCE A

Grade Placement: 11, 12 **1 credit** **Full Year**

Prerequisite: 1 year of Algebra 1 AND (Computer Programming I or AP Computer Science Principles or permission for the instructor)

This course is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. They include: variables, strings, methods, arrays, classes, loops, control structures, inheritance, sorting and searching algorithms, and recursion. The course emphasizes both object-oriented and imperative problem solving and design using Java language.

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CTE INTERNSHIP

Grade Placement: 11, 12 **1/2 credit per semester** **Semester 1 or 2** **May earn up to 2 credits**

Prerequisite: Student must have earned one full credit in a specific pathway of a CTE Coordinated Plan of Study. An internship may be a paid or unpaid job experience in which a student is teamed with a company or organization to extend the classroom learning. An application must be completed and approved prior to registration for the class. To begin the application process, schedule an appointment with your career advisor. Transportation to and from the training site is the responsibility of the student. Students must be enrolled in six classes (junior year) or five classes (senior year) in addition to the internship. Students must complete 75 hours of work for 1/2 credit.

MEDICAL CAREERS

• To qualify for the North Dakota Technical Education Scholarship a student must earn 2 credits in the same column pathway.

Health Science Career Cluster

Therapeutic Services

Course Code	Description	No. of Credits
07032	Certified Nursing Assistant	1
07033	Medical Related Careers I	1
07035	Medical Related Careers II	1
07036	Medical Terminology *Online Only	1/2
07034	Prevention & Care of Athletic Injuries (Medical Professional Assistant)	1
07999	CTE Internship (Medical Careers)	1/2 - 2

Must complete at least 2 credits

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MEDICAL RELATED CAREERS I

Grade Placement: 10, 11, 12 **1 credit** **Semester Block or Full Year**

This course provides students with information required for all health professionals. Students will study fundamentals of infection control, disease transmission and prevention, basic anatomy and physiology and medical terminology. Students will complete CPR/AED for the Health Care Provider and First Aid. This course is a prerequisite for Medical Related Careers II, Certified Nursing Assistant, and Prevention and Care of Athletic Injuries.

MEDICAL RELATED CAREERS II

Grade Placement: 11, 12 **1 credit** **Semester 1 or 2 (Block Class)**

Fees: \$25 plus the cost of flu vaccination

Prerequisite: Medical Related Careers I including First Aid & CPR/AED for Healthcare Providers

This course will expand on the knowledge gained in Medical Related Careers I. Students will have the opportunity to explore various medical careers through research, professional guest speakers, college tours, and job shadows. The curriculum is designed to enhance student employability skills and professional medical career readiness. Up to date vaccinations including influenza and a TB test are required per facility policy. Students 18 years or older must have a background check. The student is responsible for necessary vaccinations, and transportation to clinical sites.

CERTIFIED NURSING ASSISTANT

Grade Placement: 11, 12 **1 credit** **Semester 1 or 2 (Block Class)**

Fees: \$25 plus the cost of flu vaccination

Prerequisite: Medical Related Careers I including First Aid & CPR/AED for Healthcare Providers

This course provides classroom instruction and clinical practice to prepare the student for employment as a CNA in a skilled nursing facility, acute care, or home health care setting. Upon successful completion of clinical hours and course requirements, students are eligible to take the state exam through the North Dakota Board of Nursing. Up to date vaccinations including influenza and a TB test are required per facility policy. Students 18 years or older must have a background check. The student is responsible for necessary vaccinations, transportation to clinical sites, and the state exam fee. State mandated clinical hours are outside of class time.

MEDICAL TERMINOLOGY (ONLINE)

Grade Placement: 11, 12 **1/2 credit** **Semester 1 or 2**

This course will be offered as a dual credit course with Rasmussen College through the MRACTC. It is offered in an online format with proctored tests. In this course, students will develop skills necessary for decoding commonly used medical terms. Students will learn the meaning of medical suffixes, prefixes and word roots. This medical terminology course covers the basic knowledge and understanding of medical language and terminology used by health care professionals. This course requires students to work independently and manage their time well. (Students must be 16 years of age)

PREVENTION AND CARE OF ATHLETIC INJURIES - BLOCK

Grade Placement: 11, 12 **1 credit** **Semester 1 or 2**

Fee: \$15

Prerequisite: Medical Related Careers I including First Aid & CPR/AED for Healthcare Providers (must be current)

This is an introduction to Sports Medicine. Topics discussed: prevention, recognition, rehabilitation and immediate care of athletic injuries; equipment fitting, basic nutrition, plus hands-on activities; taping and wrapping techniques. Classroom learning is enhanced through out-of-the-classroom job shadow experiences. Successful completion of this course fulfills the prerequisites for becoming a Sports Medicine Assistant with BPS. (There is a difference between a student manager and a Sports Medicine Assistant.) The student is responsible for transportation to job shadow sites. Dual credit through the University of Mary is available.

INTERNSHIP (MEDICAL CAREERS)

Grade Placement: 11, 12 **Semester 1 and/or 2** **May earn up to 2 credits**

Prerequisite: Student must have earned one full credit in a specific pathway of a CTE Coordinated Plan of Study.

An internship may be a paid or unpaid out-of-the classroom job experience in which a student is teamed with a company or organization to extend the classroom learning. An application must be completed and approved prior to registration for the class. To begin the application process, schedule an appointment with your career advisor. Transportation to and from the training site is the responsibility of the student. Students must be enrolled in six classes (junior year) or five classes (senior year) in addition to the internship. Students must complete 75 hours of work for 16 credit.

TECHNOLOGY & ENGINEERING

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• To qualify for the North Dakota Technical Education Scholarship a student must earn 2 credits in the same column pathway.

Science, Technology, Engineering & Mathematics Career Cluster			Manufacturing Career Cluster		
Engineering & Technology			Manufacturing Production Process Development		
Course Code	Description	No. of Credits	Course Code	Description	No. of Credits
10410	Creative Engineering (Problems & Solutions in Engineering)	1	10111	Building Systems	1
			10259	Architectural Design	1
10094	Foundations of Technology	1	10260	Tech Design/3D Modeling (3D Modeling)	1
			10331	Energy & Power Production (Energy Production and Process)	1
			10411	Robotics	1
10411	CTE Internship (Pre-Engineering/ Applied Technology)	½ - 2	10411	CTE Internship (Pre-Engineering/ Applied Technology)	½ - 2
Must complete at least 2 credits			Must complete at least 2 credits		

TECH DESIGN/3D MODELING (FORMERLY 3D MODELING)

Grade Placement: 10, 11, 12 **1 credit (Block Class)** **Semester 1 or 2**

Students will develop skills necessary for the designing and modifying of products and projects. Students will use 3D printers, laser cutters and other machines to produce models and prototypes of the designed product. This class allows individual students the creativeness throughout the designing and building phase of their project. Solidworks is a professional design software program used in this class.

ARCHITECTURAL DESIGN

Grade Placement: 10, 11, 12 **1 credit (Block Class)** **Semester 1 or 2**

Architectural Design students will master the technical skills of the industry software, Computer Aided Drafting and Design (CADD), and in the process will produce architectural plans and 3D computer models. In addition, students will sketch floor plans, conduct materials tests, and build scale architectural models from sketches and blueprints. Bismarck-Mandan architects will provide professional insights into the architectural design process and local projects.

BUILDING SYSTEMS

Grade Placement: 9, 10, 11, 12 **1 credit (Block Class)** **Semester 1 or 2**

If you enjoy any type of woodworking and construction this class is for you. Students will explore the various sections of residential building. Constructing of framing walls for siding, windows and doors, dry walling, mudding, taping, and texturing along with fixing holes in the wall. Students will learn the different types of woods and wood composites. In addition, students run a breaker box and run electrical wiring to the various lighting and electrical outlets within the structure. Projects using stone, tile, and concrete are introduced. As the semester finishes all students will design, create, and build a final project.

ENERGY & POWER PRODUCTION (ENERGY PRODUCTION AND PROCESS TECHNOLOGY)

Grade Placement: 10, 11, 12 **1 credit (Block Class)** **Semester 1 or 2**

If you are interested in the energy industry, then take a look at what this class has to offer. Hands-on activities include tool safety, building wind turbines, solar cars, catapults, hydroelectric turbines, duct tape boats, hydrogen fuel cells, and a LED light project that you get to take home. Tours that may be possible are of the BSC Energy Center, oil well pads/reclaimed land by Medora, a power plant, a processing plant, and a job-shadow day at Coteau Freedom Mine where you can ride-along in the coal hauling trucks and in the dragline. Students will learn how to use various motors, gears, and mechanisms that utilize a variety of energy sources. You will examine various forms of energy including mechanical, chemical, nuclear, electrical, and heat energy.

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FOUNDATIONS OF TECHNOLOGY

Grade Placement: 9,10 **1 credit (Block Class) Semester 1 or 2**

Do you like building things? Do you like working with your hands? Students learn through group and individual activities that engage in creating ideas, developing innovations, and engineering practical solutions. Some hands-on activities that are possible: tool safety; CADD designed Co2 car dragsters; rockets; manufacturing in the wood shop with the mini-lathe & building a small wood project; laser engraver; sticker maker; bridge design, building robots, and an energy & power unit with a possible tour of Coteau, Antelope Valley Station, and Dakota Gasification Company in Beulah.

CREATIVE ENGINEERING

(PROBLEMS AND SOLUTIONS IN ENGINEERING AND TECHNOLOGY)

Grade Placement: 11,12 **1 credit (Block Class) Semester 1 or 2 BPS Career Academy**

Prerequisite: Students must have successfully completed one (1) full credit of an engineering education course.

Are you considering a career in engineering? If so, then take a look here because this is a class where you have the opportunity to work on projects of your choice. A major focus of this class will be on the engineering design process, including defining the problem, identifying criteria for success, discussing potential ethical issues, brainstorming conceptual designs, and formulating the detailed (final) design. Students can work in teams on a design problem, and in the process will experience the engineering design approach. Students will be able to make engineering choices for their own projects based on what they have learned.

ROBOTICS

Grade Placement: 9,10,11,12 **1 credit (Block Class) Semester 1 or 2**

The Robotics experience will provide the student with an overall study of robotic construction and blue tooth control. The class will study the physics and mechanical systems and aspects through relevant activities and projects. The robotic equipment used for this class will be Vex Robotics systems. Robots to be built may include the crane, square bots, speed bot, stair climbers along with robotic arms and possible battle bots.



CTE INTERNSHIP (TECHNOLOGY EDUCATION)

Grade Placement: 11, 12 **Semester 1 and/or 2 May earn up to 2 credits**

Prerequisite: Student must have earned one full credit in a specific pathway of a CTE Coordinated Plan of Study.

An internship may be a paid or unpaid out-of-the-classroom job experience in which a student is teamed with a company or organization to extend the classroom learning. An application must be completed and approved prior to registration for the class. To begin the application process, schedule an appointment with your career advisor. Transportation to and from the training site is the responsibility of the student. Students must be enrolled in six classes (junior year) or five classes (senior year) in addition to the internship. Students must complete 75 hours of work for 1/2 credit.

TRADE, INDUSTRY & TECHNOLOGY EDUCATION

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*To qualify for the North Dakota Technical Education Scholarship a student must earn 2 credits in the same column path.

Transportation, Distribution & Logistics Career Cluster						Agriculture & Construction Career Cluster		
Production			Manufacturing Production Process Development			Construction		
Course Code	Description	No. of Credits	Course Code	Description	No. of Credits	Course	Description	No. of Credits
17812	Aviation I	2	17030	Auto Collision I	2	17100	Carpentry I Framing	2
17813	Aviation II	2	17031	Auto Collision II	2	17117	Carpentry II Interior	2
			17032	Automotive Technology I	2			
			17037	Automotive Technology II	2			
			17999	CTE Internship (Auto Collision)	½ - 2			
17999	CTE Internship (Aviation)	½ - 2	17999	CTE Internship (Auto Technician)	½ - 2	17999	CTE Internship (Carpentry)	½ - 2
Must complete at least 2 credits			Must complete at least 2 credits			Must complete at least 2 credits		
Manufacturing Career Cluster						Arts, A/V Technology & Communications Career Cluster		
Production			Manufacturing Production Process Development			Visual Arts		
Course Code	Description	No. of Credits	Course Code	Description	No. of Credits	Course Code	Description	No. of Credits
17236	Welding I	2	17150	Electronics Technology	2	17072	Graphic Design	2
17237	Welding II	2	17151	Analog Electronics	2	17073	Digital Art & Photography	2
			17152	Digital Electronics	2	17140	Technical Video Production	2
						37030	Arts & Communication Cluster (Discontinued)	1
						17999	CTE Internship (Graphic/Digital Design)	½ - 2
17999	CTE Internship (Welding)	½ - 2	17999	CTE Internship (Electronics)	½ - 2	17999	CTE Internship (Technical Video Production)	½ - 2
Must complete at least 2 credits			Must complete at least 2 credits			Must complete at least 2 credits		

AUTO COLLISION

The class is designed to teach the students to repair vehicles that have been physically damaged in some way. The damages may be slight, as in a minor fender-bender, or very extensive, as in a major accident. As a result of this training, individual students can enter the world of work as an auto repair technician. The auto collision class is a two year program for sophomores, juniors, and seniors, with tenth grade enrollment based on space available.

AUTO COLLISION I

Grades: 10,11,12 2 Credits (Block Class) Full Year

Fees: \$10.00 and instructor approved work boots

Students will learn safe work procedures, basic tool handling, usage and repair procedures in the following areas: wire welding, basic sheet metal repair, materials used in auto body repair, body construction, glass installation, and refinishing materials and techniques.

AUTO COLLISION II

Grades: 11,12 2 Credits (Block Class) Full Year

Prerequisite: Auto Collision I & instructor's approval

Fees: \$10.00 and instructor approved work boots

Students will expand their knowledge of auto collision repair through instruction in minor frame repair, wire feed welding, panel replacement, glass installation, basic collision damage repair and refinishing. Students will use many of the specialty tools used in major auto body repair and will learn the use of water bourn paints. Students will also learn about the insurance industry and how to write estimates.

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AUTOMOTIVE TECHNOLOGY

Students will study the fundamentals of the entire automobile, including disassembly and overhaul techniques with emphasis on troubleshooting. Automobile operation, servicing, and repair will all be covered.
This Program is NATEF Certified (National Automotive Technicians Education Foundation)

AUTO TECHNOLOGY I

Grades: 10,11,12 **2 Credits (Block Class)** **Full Year**

The focus of Auto Tech I is the fundamentals of today's more complicated automobile engines, electronic and suspension systems. Students will learn proper safety techniques, as well as the use of specialized equipment in the diagnosis and repair of these systems. The program maintains NATEF Certification under the direction of ASE Master Certified Technicians. Students are encouraged to work on their own personal vehicles as course guidelines direct. The goal of the course is to prepare students to become entry level technicians in the area of maintenance and light repair. Participation in SkillsUSA is recommended.

AUTO TECHNOLOGY II

Grades: 11,12 **2 Credits (Block Class)** **Full Year**

Prerequisite: Auto Technology I & instructor's approval

Automotive Technology II completes the automobile training bumper to bumper. This class is also a NATEF certified program with the goal of preparing students to become entry level Maintenance and Light Repair Technicians. Students are strongly encouraged to enroll in both Automotive Technology I and II to accumulate a thorough working knowledge of the automobile. Work on students' vehicles is also encouraged as course work dictates. Participation in Skills USA and FordAAA AutoSkills competition is recommended.

AVIATION

Students will learn advanced applications of aviation concepts by working as a team to build a full-scale aircraft. In addition, students will explore opportunities and create a plan to become a pilot or enter an aviation career. At the completion of the course, students will be prepared to pass the Faa private pilot verbal exam.

AVIATION I

Grades: 10,11,12 **2 Credits (Block Class)** **Full Year**

The aviation program is one-of-a-kind in North Dakota. We prepare our students for the private pilot verbal and written exam, utilizing the flight simulators along with the Kerbal Space Software Program. Some of the topics we investigate and apply are aerodynamics, weather forecasting, navigation, air traffic control, aircraft engineering, aviation law, physiology, performance, career opportunities, airframe and power-plant. A highlight is the opportunity students will have to take control of an aircraft in flight.

AVIATION II

Grades: 11,12 **2 Credits (Block Class)** **Full Year**

Prerequisite: Aviation I

This course prepares future pilots, air traffic controllers, mechanics and educators for the 21st century. The students learn advanced aerodynamics, airmanship and navigation. Focus is placed on aircraft manufacturing and assembly of an aircraft. The students work as a team to build a full-scale aircraft that when completed, will be flown. Students also receive training for Unmanned Aerial Vehicles and research how they are going to affect our society in the future. At the completion of the course, students will be prepared to pass the FAA private and unmanned aerial vehicle written exams.

ELECTRONICS TECHNOLOGY

ELECTRONICS TECHNOLOGY (ELECTRONICS I)

Grade Placement: 10,11, and 12 **2 credits (Block Class)** **Full Year**

Students will have the opportunity to earn 28-32 college credits through the articulation process.

Today's electrical engineers, technologists and technicians continue to change the way we live. This hands-on course allows students to work in a lab environment where they will build, analyze and troubleshoot basic electronic circuits. The theory and lab environment in Electronics I provide a perfect starting point in which to explore the tremendous potential in career areas such as communications, medical, computer networking, automotive, manufacturing, engineering, and consumer electronics repair and installation.

ANALOG ELECTRONICS

Grade Placement: 11,12 **2 credits (Block Class)** **Full Year**

Prerequisite: Electronics Technology (Electronics I)

Students will have the opportunity to earn 28-32 college credits through the articulation process.

Analog Electronics will prepare students for a high-paying career after high school. This class is equipped with state-of-the-art equipment and is taught by experienced professionals who will help you thoroughly learn designing, building, analyzing and trouble-shooting analog electronic circuits.

DIGITAL ELECTRONICS (FORMERLY ELECTRONICS III)

Grade Placement: 11,12 **2 credits (Block Class)** **Full Year**

Prerequisite: Electronics Technology (Electronics I)

Students will have the opportunity to earn 28-32 college credits through the articulation process.

Building on students understanding of basic electronics concepts, this course develops a thorough explanation of TTL and CMOS devices and their applications. Special attention is given to related troubleshooting techniques and equipment. Students are introduced to microprocessor-based systems and microcomputers.

GRAPHIC COMMUNICATION

DIGITAL ART & PHOTOGRAPHY

(formerly Digital Design - students who took Digital Design in the past will not be able to take this course)

Grades: 10,11,12 **2 Credits (Block Class)** **Full Year**

Recommended: Graphic Design or Introduction to Advertising Art.

Lab Fee: \$20.00

During this year-long course, students will learn how to use a DSLR camera, and use Photoshop to edit and improve their images and improve their understanding of photography. They will also be learning to use Illustrator and to create animations and vector and raster illustrations that can be used on the web in videos or to produce t-shirts, posters and logos. This course is designed to help students learn to apply design composition, typography, and color theory to create artwork that looks professional and will help them grow as designers and photographers.

GRAPHIC DESIGN

Grades: 10,11,12 **2 credits (Block Class)** **Full year**

Art Kit Fee: \$50.00

Recommended: Art I

Students will learn how to use and apply effective design principles, typography, color theory, and graphics to appeal to audiences. They will be learning to use professional design software (Illustrator, InDesign and Photoshop) to build multi-page publications for print/multi-media applications, create vector/raster graphics, and how to edit artwork. This course will help students build and explore their own visual communication abilities.

TECHNICAL VIDEO PRODUCTION I

Grade Placement: 10,11,12 **1 credit (Block Class)** **Semester 1**

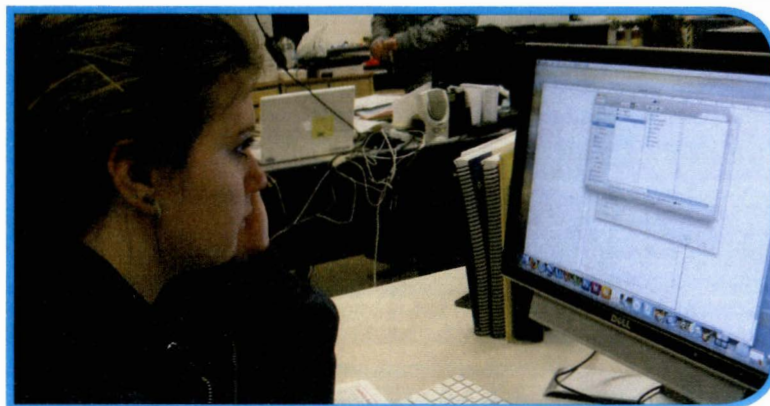
Students will plan, record and create professional level videos from pre to post-production including storyboarding, shooting, editing and publishing. Working as a team, students will use cameras, lighting equipment, and software such as Adobe Premiere Elements to produce final productions. Students will also have the opportunity for collaboration with Dakota Media Access where they will create productions for airing on cable access.

TECHNICAL VIDEO PRODUCTION II

Grade Placement: 10,11,12 **1 credit (Block Class)** **Semester 2**

Prerequisite: Students must have successfully completed TECHNICAL VIDEO PRODUCTION I

Picking up where TECHNICAL VIDEO PRODUCTION I left off. Students will improve and refine their video production skills. Working as a team, students will use cameras, lighting equipment, and software such as Adobe Premiere Elements to produce final productions for clients. Students will also have the opportunity submit their work to and attend the Dakota Digital Film Festival.



CARPENTRY

CARPENTRY-FRAMING

Grade Placement: 10,11,12 **2 credits Full year (Block Class)**

Students in this class participate in the actual construction of a house to be built on-site. Students will get valuable hands-on experience in floor, wall, and roof framing, sheathing, insulating, siding, metal soffit system, shingling, window and exterior door installation, and drywall. Proper safety methods and appropriate use of carpentry tools are stressed throughout the course.

CARPENTRY-INTERIOR

Grade Placement: 10,11,12 **2 credits Full year (Block Class)**

The students will design/draw individual plans for a 1600 sq. ft. home. The students will build and install a variety of oak cabinets used in the house-building project each year. Students will also learn how to cut, assemble, install, and finish all interior woodwork and counter top in a typical house. This will include hanging interior doors, trimming doors and windows, and installation of base board. Proper safety methods and appropriate use of carpentry tools and equipment are stressed throughout the course.



WELDING I

Grade placement: 10,11,12 2 credits Full year (Block Class)

Fees: \$20.00 and instructor approved footwear required

Students learn oxyacetylene fusion welding and brazing of light gauge metal and are introduced to electric arc welding. Students learn use of hand tools and accessories, machine set-up, manipulative skills, selection of electrodes, welding safety, the lap, butt, tee, and corner joints. Participation in Skills USA is strongly recommended.

WELDING II

Grade Placement: 11, 12 2 credits Full Year (Block Class)

Prerequisite: Welding I

Fees: \$20.00 and instructor approved footwear required

Second year students continue the manipulative skills of the first year and learn to work in the vertical and overhead positions. Students study power sources, metal identification, preheating, Gas Metal Arc Welding (GMAW), Gas Tungsten Arc Welding (GTAW), and other techniques. Welding skills are developed through actual work experiences in repairing and building various projects. Also, welding certification through the American Welding Society is granted upon successful completion of certification BEND tests according to D1.1 Welding Code. Participation in Skills USA is strongly recommended.

CTE INTERNSHIP (TRADE, INDUSTRY & TECHNOLOGY EDUCATION)

Grade Placement: 11, 12 ½ credit Semester 1 and/or 2 May earn up to 2 credits

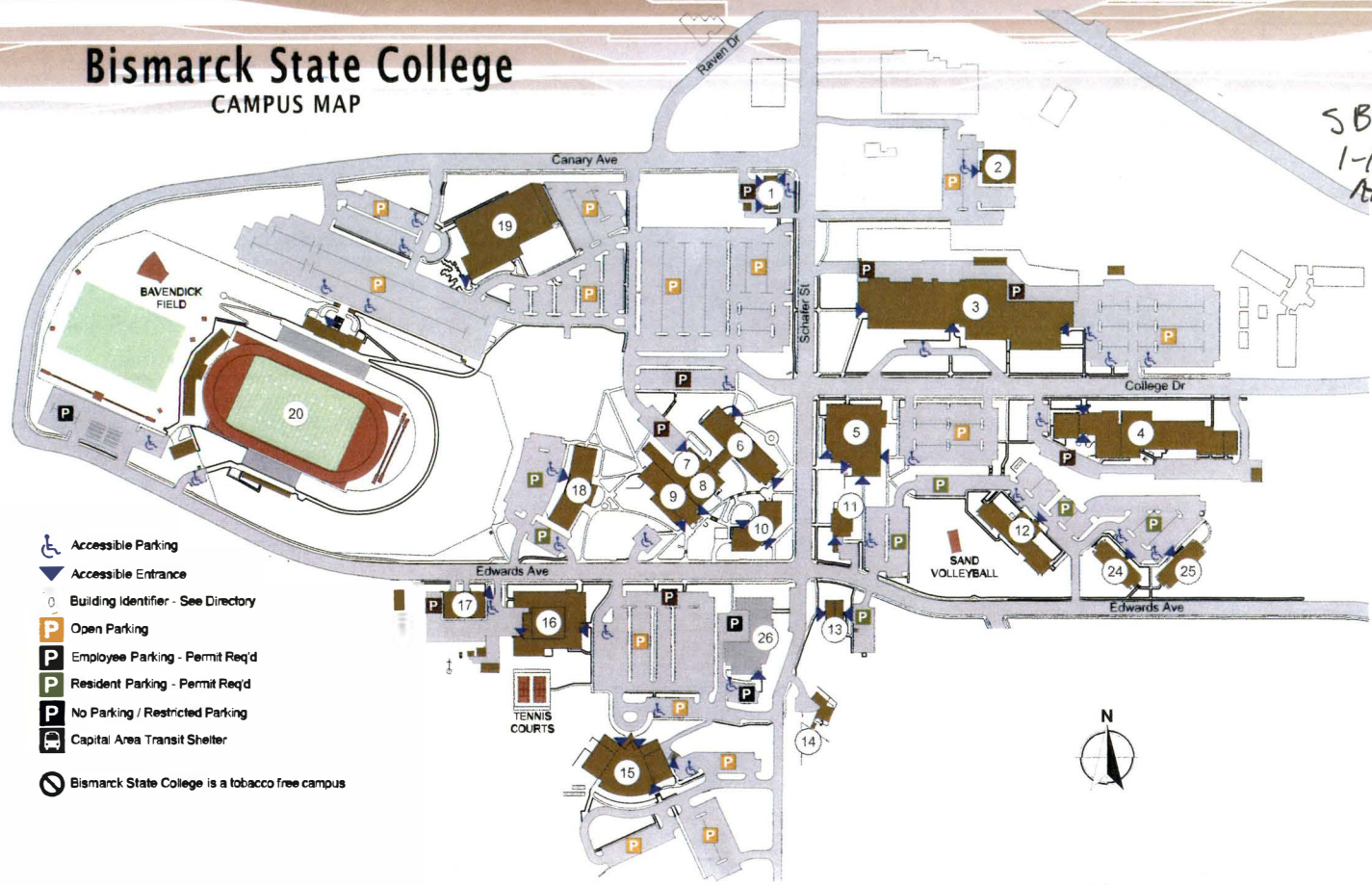
Prerequisite: Student must have earned one full credit in a specific pathway of a CTE Coordinated Plan of Study.

An internship may be a paid or unpaid job experience in which a student is teamed with a company or organization to extend the classroom learning. An application must be completed and approved prior to registration for the class. To begin the application process, schedule an appointment with your career advisor. Transportation to and from the training site is the responsibility of the student. Students must be enrolled in six classes (junior year) or five classes (senior year) in addition to the internship. Students must complete 75 hours of work for ½ credit.



Bismarck State College CAMPUS MAP

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Campus Facility Directory

- | | |
|---|--|
| 1. Meadowlark Building | 15. National Energy Center of Excellence (NECE) |
| 2. Higher Education Center (Horizon Building) | 16. Armory |
| 3. Technical Center | 17. Robert A. Kuntz Physical Plant Building |
| 4. Bismarck Public Schools Career Academy | 18. Werner Hall |
| 5. Student Union | 19. BSC Aquatics & Wellness Center |
| 6. Jack Science Center (JSC) and Sykes Student Success Center | 20. MDU Resources Community Bowl |
| 7. Leach Music Center | 21. |
| 8. Sidney J. Lee Auditorium | 22. |
| 9. Schafer Hall | 23. |
| 10. LEA Hall (Library, English, Art) | 24. Ritchie Hall |
| 11. Swensen Hall | 25. Gate City Bank Hall |
| 12. Lidstrom Hall | 26. ND Law Enforcement Training Academy (non-BSC) |
| 13. Mystic Hall | |
| 14. College Advancement (Foundation / Alumni House) | |

DIRECTIONS TO CAMPUS:

FROM THE WEST (I-94): Take Exit 157. At the stoplight, proceed straight on Schafer St. approximately 2 blocks.

FROM THE EAST (I-94): Take Exit 157. At the stoplight, turn left, proceed 2 blocks. Turn right on Schafer Street and continue approximately 2 blocks.

FROM THE NORTH (HWY 83): Turn right (west) on I-94 (Exit 159) and proceed to Exit 157. Take Exit 157. At the stoplight turn left, proceed 2 blocks. Turn right on Schafer Street and continue approximately 2 blocks.

FROM THE SOUTH (HWY 83): Turn left (west) on I-94 (Exit 182) proceed to Exit 157. Take Exit 157. At the stoplight turn left, proceed 2 blocks. Turn right on Schafer Street and continue approximately 2 blocks.

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Mark Wagner
talking for

Senate Education

SB 2182

ND Department of Career and Technical Education

Chairman Schaible and members of the Senate Education Committee. My name is Wayde Sick, State Director of the Department of Career and Technical Education and I am here to testify in support for Senate Bill 2182.

A goal of the Department of Career and Technical Education is to provide high school students career exploration and development opportunities in areas such as Agriculture, Information Technology, Family and Consumer Science, and Health Sciences. What we do not offer in North Dakota is an option for students who want to pursue a career in education, until now. Bismarck Public Schools have engaged in course work specifically for this reason and are successful. Unfortunately, taking these courses may hinder a student from earning or meeting the requirements of the state scholarship. Students already have limited time to take all the electives that may interest them, thus a student may be discouraged from taking courses such as these if they would not be able to meet the scholarship requirements.

In 2009 the Legislature created the North Dakota Scholarship, and provided two sets of requirements for students to qualify for that scholarship. One option focused on academic requirements that were more college preparatory in nature, while the other set required students to explore and focus more on CTE options. What SB 2182 does is amend century code to allow students completing specific coursework in the education pathway to follow either route to qualify for the state scholarship. Although I do support this opportunity, I also have reservations about the language on page 2, lines 20-24. This language would open the CTE scholarship to students completing the education coursework. The concern I have is that the education pathway coursework does not need to be taught by a CTE certified teacher, which takes away the CTE focus and expertise.

Currently the Department of Career and Technical Education is working with the Department of Public Instruction to have CTE Course Codes created for the education pathway. This action alleviates my aforementioned concerns by first assuring the coursework would be taught by a CTE instructor, such as a FACS teacher, and secondly, once the codes are created, CTE will create a coordinated plan of study containing these codes, allowing for students pursuing this pathway an opportunity to meet the current requirements for the CTE route to the scholarship.

The same language is again found on Page 4, Lines 16 – 21, providing students following the academic route to the scholarship the opportunity to qualify if they are interested in teaching. I believe it may make more sense to have this language here, as there currently is no option for education pathway students to fulfill the requirements for the academic route to the state scholarship.

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So, in review, I agree with the amendment to ensure students interested in the education pathway have an option to help them qualify for the state scholarship, however; it may be premature to include the language in the CTE route at this time.

This concludes my testimony and I am happy to answer any questions you may have.

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**TESTIMONY ON SB 2182
SENATE EDUCATION COMMITTEE**

January 16, 2019

By: Jim Upgren, Assistant Director of School Approval and Opportunity

701-328-2244

North Dakota Department of Public Instruction

Mr. Chairman and Members of the Committee:

My name is Jim Upgren and I am the Assistant Director of School Approval & Opportunity with the Department of Public Instruction (DPI). I am here to speak in favor of Senate Bill 2182 regarding Academic and Career and Technical Education (CTE) Scholarship eligibility requirements for students on an education career pathway.

Starting with the 2018-2019 school year, DPI has made available two courses as part of an education career pathway. Those two courses are Teaching Profession and Educational Methodology. Students taking these courses are learning valuable skills needed to become a successful teacher, much the same way that students in business, agriculture, and health careers courses are learning to be successful in those fields. What students are doing and learning in these classes is worthy of satisfying the career-oriented requirement of the Academic and CTE Scholarships.

I've had the privilege of sitting in on some of the education career pathway classes. Students in these classes are learning about effective instructional

strategies, inquiry-based learning, growth mindset, using data to guide instruction, and building relationships with students. In addition, the students visit classrooms in local schools on a weekly basis to learn from other teachers and participate in classroom experiences. Students taking these classes will be a step ahead of other students when they begin their coursework for teacher preparation in college. There is also the potential for students to take these classes for dual credit and have them count towards their first teacher preparation courses at the college level. This will begin in some schools as early as next year.

These classes have been identified in the North Dakota K-12 Education Strategic Vision as one method in which to promote the teaching field to high school students, in hopes of increasing the number of teacher candidates in the state. Not only could this reduce the teacher shortage, but it could also allow schools to encourage students to return to their home district to fill teaching positions upon completion of college.

Chairman Schaible and Members of the Committee, that concludes my prepared testimony and I will stand for any questions that you may have.

Re
Ziegler



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SB 2182 – Testimony in Support

Good morning Senate Education Committee, I am testifying for the North Dakota Council of Educational Leaders which is the organization that serves our school Superintendents, Principals, CTE Directors, Technology Directors, AD's, County Superintendents, Business Officials and truly every school leader with the exception of teachers and school board members. We stand before you today in support of SB 2182.

SB 2182 would give high school students who are interested in teaching a path to the CTE scholarship dollars. We believe that this would be a wonderful opportunity for those students who wish to go into an education career. These students would learn about the teaching profession and educational methodology, from the educators perspective instead of the student side. However, there are a couple of items of concern that I would like to bring to your attention on this bill.

1. This scholarship is called the North Dakota Career and Technical Education Scholarship and adding a pathway outside of the CTE coordinated plans of study changes the role of this scholarship. In the bill it states that "an education pathway approved by the superintendent of public instruction" and this intent of the scholarship was to have students take CTE courses. This bill would allow someone to attain the CTE scholarship without taking the two units of a CTE coordinated plan of study recommended by the department of career and technical education. A possible solution to this would be for Education & Training to be added to the coordinated plans of study. I think there are national career clusters that include Education. If Education & Training was added to the coordinated plans of study, you would not need this language in current law. The Education courses would be available to the students through the current language. The current language opens up the CTE scholarship to non-CTE pathways, will there be others that try to do the same?



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2. The other area of concern is in the one additional unit. The bill states that The education pathway must consist of two units in teaching profession and educational methodology and at least one additional unit in advanced placement psychology, child development, peer-to-peer leadership, or child-related careers. The question is why it can only be "advanced placement psychology" and not dual credit psychology? Or is the intent of "advanced placement" to mean any psychology course that is at the post-secondary level (Advanced Placement or Dual Credit). We feel that dual credit psychology should also cover this requirement.

We have heard that the Department of Public Instruction is currently working with the Department of Career and Technical Education to have CTE Course codes created for an education pathway. Once those are complete and when CTE creates a coordinated plan of study with these codes, the language in the bill would no longer be needed.

We support SB 2182 but feel that it might be unnecessary in the near future. I will stand for any questions.

January 16, 2019

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PROPOSED AMENDMENTS TO SENATE BILL NO. 2182

Page 1, line 3, after "pathway" insert "; to provide an effective date; and to provide an expiration date"

Page 2, line 23, after "placement" insert "or dual-credit"

Page 3, after line 9, insert:

"SECTION 2. AMENDMENT. Section 15.1-21-02.4 of the North Dakota Century Code is amended and reenacted as follows:

15.1-21-02.4. North Dakota career and technical education scholarship.

Any resident student who graduates from a high school during or after the 2010-11 school year and any resident student who completes a program of home education supervised in accordance with chapter 15.1-23 during or after the 2012-13 school year is eligible to receive a North Dakota career and technical education scholarship provided the student:

1. Completed four units of English language arts from a sequence that includes literature, composition, and speech;
2. Completed three units of mathematics, including:
 - a. One unit of algebra II, as defined by the superintendent of public instruction; and
 - b. Two units of any other mathematics, which may include one unit of computer science;
3. Completed three units of science, consisting of:
 - a. (1) One unit of biology;
(2) One unit of chemistry; and
(3) One unit of physics; or
 - b. (1) One unit of biology;
(2) One unit of physical science; and
(3) One unit or two one-half units of any other science;
4. Completed three units of social studies, including:
 - a. One unit of United States history;
 - b. (1) One-half unit of United States government and one-half unit of economics; or
(2) One unit of problems of democracy; and

- c. One unit or two one-half units of any other social studies, which may include civics, civilization, geography and history, multicultural studies, North Dakota studies, psychology, sociology, and world history;
- 5. a. Completed one unit of physical education; or
- b. One-half unit of physical education and one-half unit of health;
- 6. Completed:
 - a. One unit selected from:
 - (1) Foreign languages;
 - (2) Native American languages;
 - (3) American sign language;
 - (4) Fine arts; or
 - (5) Career and technical education courses; and
 - b. Two units of a coordinated plan of study recommended by the department of career and technical education and approved by the superintendent of public instruction or an education pathway approved by the superintendent of public instruction. The superintendent may adopt rules to govern the approval of education pathways;
- 7. Completed any five additional units, two of which must be in the area of career and technical education;
- 8. a. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based on all high school units in which the student was enrolled; and
- (2) Obtained a grade of at least "C" in each unit or one-half unit; or
- b. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based only on the units required by subsections 1 through 7; and
- (2) Obtained a grade of at least "C" in each unit or one-half unit; and
- 9. Received:
 - a. A composite score of at least twenty-four on an ACT; or
 - b. A score of at least five on each of three WorkKeys assessments recommended by the department of career and technical education and approved by the superintendent of public instruction."

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Page 4, line 20, after "placement" insert "or dual-credit"

Page 5, after line 14, insert:

"SECTION 4. EFFECTIVE DATE. Section 2 of this Act becomes effective on August 1, 2021.

SECTION 5. EXPIRATION DATE. Section 1 of this Act is effective through July 31, 2021, and after that date is ineffective."

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Renumber accordingly

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19.0524.02001

Sixty-sixth
Legislative Assembly
of North Dakota

SENATE BILL NO. 2182

Introduced by

Senators Poolman, Davison, Wardner

Representatives Howe, Nathe, Schatz

1 A BILL for an Act to amend and reenact sections 15.1-21-02.4 and 15.1-21-02.5 of the North
2 Dakota Century Code, relating to scholarship eligibility requirements for students on an
3 education career pathway; to provide an effective date; and to provide an expiration date.

4 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

5 **SECTION 1. AMENDMENT.** Section 15.1-21-02.4 of the North Dakota Century Code is
6 amended and reenacted as follows:

7 **15.1-21-02.4. North Dakota career and technical education scholarship.**

8 Any resident student who graduates from a high school during or after the 2010-11 school
9 year and any resident student who completes a program of home education supervised in
10 accordance with chapter 15.1-23 during or after the 2012-13 school year is eligible to receive a
11 North Dakota career and technical education scholarship provided the student:

- 12 1. Completed four units of English language arts from a sequence that includes literature,
13 composition, and speech;
- 14 2. Completed three units of mathematics, including:
 - 15 a. One unit of algebra II, as defined by the superintendent of public instruction; and
 - 16 b. Two units of any other mathematics, which may include one unit of computer
17 science;
- 18 3. Completed three units of science, consisting of:
 - 19 a. (1) One unit of biology;
 - 20 (2) One unit of chemistry; and
 - 21 (3) One unit of physics; or
 - 22 b. (1) One unit of biology;
 - 23 (2) One unit of physical science; and
 - 24 (3) One unit or two one-half units of any other science;

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- 1 4. Completed three units of social studies, including:
 - 2 a. One unit of United States history;
 - 3 b. (1) One-half unit of United States government and one-half unit of economics;
 - 4 or
 - 5 (2) One unit of problems of democracy; and
 - 6 c. One unit or two one-half units of any other social studies, which may include
 - 7 civics, civilization, geography and history, multicultural studies, North Dakota
 - 8 studies, psychology, sociology, and world history;
- 9 5. a. Completed one unit of physical education; or
- 10 b. One-half unit of physical education and one-half unit of health;
- 11 6. Completed:
 - 12 a. One unit selected from:
 - 13 (1) Foreign languages;
 - 14 (2) Native American languages;
 - 15 (3) American sign language;
 - 16 (4) Fine arts; or
 - 17 (5) Career and technical education courses; and
 - 18 b. Two units of a coordinated plan of study recommended by the department of
 - 19 career and technical education and approved by the superintendent of public
 - 20 instruction or an education pathway approved by the superintendent of public
 - 21 instruction. The education pathway must consist of two units in teaching
 - 22 profession and educational methodology and at least one additional unit in
 - 23 advanced placement or dual-credit psychology, child development, peer-to-peer
 - 24 leadership, or child-related careers;
- 25 7. Completed any five additional units, two of which must be in the area of career and
- 26 technical education;
- 27 8. a. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading
- 28 scale, as determined by the superintendent of public instruction, based on
- 29 all high school units in which the student was enrolled; and
- 30 (2) Obtained a grade of at least "C" in each unit or one-half unit; or

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- 1 b. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading
- 2 scale, as determined by the superintendent of public instruction, based only
- 3 on the units required by subsections 1 through 7; and
- 4 (2) Obtained a grade of at least "C" in each unit or one-half unit; and
- 5 9. Received:
- 6 a. A composite score of at least twenty-four on an ACT; or
- 7 b. A score of at least five on each of three WorkKeys assessments recommended
- 8 by the department of career and technical education and approved by the
- 9 superintendent of public instruction.

10 **SECTION 2. AMENDMENT.** Section 15.1-21-02.4 of the North Dakota Century Code is
11 amended and reenacted as follows:

12 **15.1-21-02.4. North Dakota career and technical education scholarship.**

13 Any resident student who graduates from a high school during or after the 2010-11 school
14 year and any resident student who completes a program of home education supervised in
15 accordance with chapter 15.1-23 during or after the 2012-13 school year is eligible to receive a
16 North Dakota career and technical education scholarship provided the student:

- 17 1. Completed four units of English language arts from a sequence that includes literature,
18 composition, and speech;
- 19 2. Completed three units of mathematics, including:
 - 20 a. One unit of algebra II, as defined by the superintendent of public instruction; and
 - 21 b. Two units of any other mathematics, which may include one unit of computer
22 science;
- 23 3. Completed three units of science, consisting of:
 - 24 a. (1) One unit of biology;
 - 25 (2) One unit of chemistry; and
 - 26 (3) One unit of physics; or
 - 27 b. (1) One unit of biology;
 - 28 (2) One unit of physical science; and
 - 29 (3) One unit or two one-half units of any other science;
- 30 4. Completed three units of social studies, including:
 - 31 a. One unit of United States history;

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- 1 a. A composite score of at least twenty-four on an ACT; or
- 2 b. A score of at least five on each of three WorkKeys assessments recommended
- 3 by the department of career and technical education and approved by the
- 4 superintendent of public instruction.

5 **SECTION 3. AMENDMENT.** Section 15.1-21-02.5 of the North Dakota Century Code is
6 amended and reenacted as follows:

7 **15.1-21-02.5. North Dakota academic scholarship.**

8 Any resident student who graduates from a high school during or after the 2010-11 school
9 year and any resident student who completes a program of home education supervised in
10 accordance with chapter 15.1-23 during or after the 2012-13 school year is eligible to receive a
11 North Dakota academic scholarship provided the student:

- 12 1. Completed four units of English language arts from a sequence that includes literature,
13 composition, and speech;
- 14 2. Completed three units of mathematics, including:
 - 15 a. One unit of algebra II, as defined by the superintendent of public instruction;
 - 16 b. One unit of mathematics for which algebra II, as defined by the superintendent of
17 public instruction, is a prerequisite; and
 - 18 c. One unit of any other mathematics, which may include computer science;
- 19 3. Completed three units of science, consisting of:
 - 20 a. (1) One unit of biology;
 - 21 (2) One unit of chemistry; and
 - 22 (3) One unit of physics; or
 - 23 b. (1) One unit of biology;
 - 24 (2) One unit of physical science; and
 - 25 (3) One unit or two one-half units of any other science;
- 26 4. Completed three units of social studies, including:
 - 27 a. One unit of United States history;
 - 28 b. (1) One-half unit of United States government and one-half unit of economics;
 - 29 or
 - 30 (2) One unit of problems of democracy; and

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- 1 c. One unit or two one-half units of any other social studies, which may include
2 civics, civilization, geography and history, multicultural studies, North Dakota
3 studies, psychology, sociology, and world history;
- 4 5. a. Completed one unit of physical education; or
5 b. One-half unit of physical education and one-half unit of health;
- 6 6. a. Completed two units of:
- 7 (1) The same foreign language;
- 8 (2) The same native American language;
- 9 (3) American sign language; or
- 10 (4) Career and technical education from a coordinated plan of study
11 recommended by the department of career and technical education and
12 approved by the superintendent of public instruction or an education
13 pathway, approved by the superintendent of public instruction. The
14 education pathway must consist of two units in teaching profession and
15 educational methodology and at least one additional unit in advanced
16 placement or dual-credit psychology, child development, peer-to-peer
17 leadership, or child-related careers; and
- 18 b. One unit selected from:
- 19 (1) Foreign languages;
- 20 (2) Native American languages;
- 21 (3) American sign language;
- 22 (4) Fine arts; or
- 23 (5) Career and technical education;
- 24 7. Completed any five additional units;
- 25 8. a. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading
26 scale, as determined by the superintendent of public instruction, based on
27 all high school units in which the student was enrolled; and
28 (2) Obtained a grade of at least "C" in each unit or one-half unit; or
- 29 b. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading
30 scale, as determined by the superintendent of public instruction, based only
31 on the units required by subsections 1 through 7; and

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- 1 (2) Obtained a grade of at least "C" in each unit or one-half unit;
- 2 9. Received a composite score of at least twenty-four on an ACT; and
- 3 10. a. Fulfilled any one unit requirement set forth in subsections 1 through 7 by means
- 4 of an advanced placement course and examination;
- 5 b. Fulfilled any one unit requirement set forth in subsections 1 through 4 or 6 by
- 6 completion, through an early entrance program, of a nonremedial postsecondary
- 7 course offered for credit at an accredited institution of higher education which has
- 8 a physical presence in this state; or
- 9 c. Fulfilled any one-half unit requirement set forth in subsections 1 through 7 by
- 10 means of a dual-credit course.

11 **SECTION 4. EFFECTIVE DATE.** Section 2 of this Act becomes effective on August 1, 2021.

12 **SECTION 5. EXPIRATION DATE.** Section 1 of this Act is effective through July 31, 2021,

13 and after that date is ineffective.

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#1

Nicole Poolman

Testimony on SB 2182

House Education Committee

Wednesday, March 6, 2019 3:00 pm

Good afternoon, Chairman Owens and members of the Education Committee, my name is Nicole Poolman, state senator from District 7 representing Bismarck and Lincoln. I am here today to introduce SB 2182, a bill to provide an education pathway under the Career and Technical Education Scholarship.

Sixty percent of teachers work within 20 miles of where they attended high school. I am always a believer in the importance of growing our own workforce here in North Dakota, but nowhere is that more important than in the field of education. We have career pathways in business, agriculture, hospitality, and health-related careers, but ironically, we have never, as educators, had a pathway for those interested in education. I am hoping that SB 2182 can begin to change that for students across the state.

To give you a little background: Thanks to the leadership of Dale Hoerauf at the Bismarck Career Academy, Assistant Superintendent Ben Johnson, and my principal, Steve Madler, I am lucky enough to be one of the first teachers in the first district in North Dakota to teach a class in education to students interested in pursuing careers in our field. I have students interested in teaching elementary, middle, high school, and college. I have students who want to work as school occupational therapists and counselors. They are already thinking about future roles in coaching and administration and developing a passion for education before they even walk on to a college campus.

By creating a pathway under the Career and Technical Education Scholarship, we will give them an incentive to continue their journey to becoming a teacher and build our workforce at a time when we already face teacher shortages across the country. With 48 states reporting a teacher shortage, and less than 5% of college freshman intending to major in education, we need to do all we can to grow our own workforce here in North Dakota, understanding that the teachers of tomorrow are sitting in the classrooms of today.

The classes listed in this pathway are a combination of regular education classes and CTE classes, and that is why we needed to create a specific pathway here. And for those of you who may be wondering what Peer-to-Peer Leadership is, that is an awesome course focused on special education.

You will notice that the CTE pathway has a sunset on it, and that is because the Department of Career and Technical Education plans to create a pathway over the next two years, making the specific language we are adding here unnecessary at that time.

I hope you will support SB 2182 and help us recruit great students into the teaching profession, ensure they are better prepared for college courses, and offer an incentive in the form of scholarship dollars to help them get there.

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#2

Senate Bill 2182

Chairman Owens and members of the committee, my name is Dale Hoerauf, I am the Director of Bismarck Public Schools Career & Technical Education and the Bismarck Public School Career Academy.

I am testifying in favor of Senate Bill 2182. On January 7, 2016 I was asked to address the North Dakota Educator Recruitment and Retention Task Force. The Task Force members were made up of representatives from higher education, DPI, ESPB, the Department of Career and Technical and NDSBA. I was asked to address the Task Force on this objective: *teacher recruitment at the high school level from career and technical education pathways*. The issue: the shortage of teachers in North Dakota. I shared with the Task Force members, the career pathway course guide that is available to students in Bismarck Public Schools and through the Department of Career and Technical Education. The career pathway guide identifies various careers and courses that students can take to help them explore and follow. If students take two credits within the pathway they are eligible for a \$6000.00 North Dakota scholarship

At the BPS Career Academy we have classes that address current skilled labor shortages in Welding, Electronics, Engineering, Health industries as just a few examples. We have a model that works very well for counselors, students, parents and industry partners. Therefore, it would make sense to take the same model and apply it to an Education Career pathway.

This Education Career pathways will give students an opportunity to explore the teaching profession. Currently in Bismarck Public Schools we are offering classes called Exploring the Teaching Profession I & II. These classes give students an understanding of the education profession. The course is taught by teachers who have a passion for the teaching profession. With the development of Education Career Pathway similar to the CTE pathways, and attaching a \$6000.00 scholarship, this is one answer to helping address the teacher shortage. Thank you for your time.



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#3

March 5, 2019

Written Testimony

Re: SB 2182 – Creating an Education Pathway in sections 15.1-21-02.4 and 15.1-21-02.5

My name is Steve Madler and I am currently the Principal at Century High School in Bismarck. I am sharing this written testimony with you today in support of SB 2182. Much of the testimony you will hear regarding this bill will likely reference the growing incidence of teacher shortages and the challenges our systems face recruiting future practitioners to the field. These issues are very real and are an every growing crisis which is being felt in school systems far and wide. Instead of rephrasing these known issues as a reason to support this bill, I want to take this opportunity to discuss some of the unique qualities of this bill and why it is important to move forward with its passage.

15.1-21-02.4 and 5 are written with defining rules of scholarship qualifications for the North Dakota Career and Technical Education Scholarship and the North Dakota Academic Scholarship. The details of both have served the students of North Dakota very well. When both of these sections are put side-by-side, many of the criterion for qualification are identical. The distinction between the two comes in the latter half of the criterion whereas a set standard of performance on the ACT is set for the academic portion and the option of using the WorkKeys as a substitute paired with a career pathway for qualification under the CTE portion is articulated. Again, this has served students of North Dakota very well and it is necessary to maintain this delineation. As a result, we see many students who strive to high academic standards to earn the academic reward and many students who pursue a skilled pathway to earn the CTE award. With this knowledge as a foundation, it exposes the reason why it is necessary to specifically define an education pathway in this legislation.

When exploring current pathways which are aligned to the career clusters, there is specific trade or industry coursework which is defined by Career and Technical Education. In order to properly instruct and train students in these fields, the educator must be vetted and certified through CTE to have the skills necessary for students to progress towards industry standard. As a Principal, I am thankful our state has this standard and I believe it is critical to growing a skilled labor force. When we take the field of education and look to overlay it in a similar paradigm, we find shortcomings in ensuring adherence to the same standard of quality. For those in this hearing who obtained a degree in education, your training essentially revolved around two tracks. One track is the progression of courses to achieve content expertise and the other track is coursework for human development. As SB 2182 articulates, there are courses in pedagogy and courses in human development which would fulfill the education pathway. Some courses exist under the division of Career and Technical Education and some are courses which are not vetted through CTE (i.e. Dual Credit/AP Psychology, courses working with students of unique needs, pedagogical courses). Subsequently, the proposed amends to these sections are necessary to create a unique pathway for a discipline which has coursework of merit in both realms.

You may also hear trepidation from committee members and supporters of this bill regarding how this change can open the door to create clouded lines over the authority to ensure adherence to standards between CTE and non-CTE courses. I understand this concern, however, I also respect the language in SB 2182 whereas the ultimate authority of approval of coursework for the education pathway is granted by the Superintendent of Public Instruction. I have complete confidence the person currently serving in this role and those serving this position for futures to come will have the best interests of both divisions when approving the pathway for schools. Moreover, the intentions in my building is to teach

US Department of Education Blue Ribbon School

1000 East Century Avenue Bismarck, ND 58503
Phone: 701-323-4900 www.chs.bismarckschools.org Fax: 701-323-4905

1



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the 2nd year pedagogy course as a dual credit course. This course will exceed the hours of practicum experience and match the content of an Introduction to Education course. In order to best serve the students and satisfy Higher Learning Commission standards, this course will be taught by an instructor who has a Master's in Education. Subsequently, the division of Career and Technical Education indicating they will create this pathway which makes this language unnecessary is shortsighted and suppresses schools flexibility to offer. As it currently stands, better than 85% of the criterion to achieve a CTE scholarship is currently taught by non-CTE staff. Moreover, coming from a district that has a very robust faculty in CTE, I am not aware of a CTE teacher in our district who has a Master's in Education. Subsequently, our desire to offer the quality of curriculum with the talent currently residing in our district will be derailed by a future decision to say a defined pathway will make this language obsolete.

In closing, I thank you for the opportunity to share this testimony and encourage you to proceed with a pass recommendation so our schools have a defined incentive to grow more students into the field of education.

Respectfully,

A handwritten signature in black ink that reads "Steve Madler". The signature is written in a cursive style with a large, looping initial "S".

Steve Madler
Principal – Century High School

US Department of Education Blue Ribbon School

1000 East Century Avenue Bismarck, ND 58503
Phone: 701-323-4900 www.chs.bismarckschools.org Fax: 701-323-4905

2



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#4

SB 2182 – Testimony in Support

Good Afternoon Chairman Owens and the House Education Committee, I am testifying for the North Dakota Council of Educational Leaders which is the organization that serves our school Superintendents, Principals, CTE Directors, Technology Directors, AD's, County Superintendents, Business Officials and truly every school leader with the exception of teachers and school board members. We stand before you today in support of SB 2182.

SB 2182 would give high school students who are interested in teaching a path to the CTE scholarship dollars. We believe that this would be a wonderful opportunity for those students who wish to go into an education career. These students would learn about the teaching profession and educational methodology, from the educators perspective instead of just on the student side.

We have heard that the Department of Public Instruction is currently working with the Department of Career and Technical Education to have CTE Course codes created for an education pathway. That would be the perfect way to have these education courses added to the scholarship. Once those are complete and when CTE creates a coordinated plan of study with these codes, the language in the bill may no longer be needed.

We support SB 2182 but feel that it might be unnecessary in the near future. I will stand for any questions.



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March 2, 2019

Chairman Owens, and Members of the ND House Education Committee,

For the record, my name is Mr. ElRoy Burkle, Executive Director of North Dakota Small Organized Schools (NDSOS).

NDSOS supports SB 2182. Rural Schools Collaborative and Dakota Wesleyan University sponsored a stakeholder dialogue (June 2016) to discuss teacher recruitment and retention. One of the outcomes of this meeting was: “focus on efforts that recruit students during their actual K-12 years.” (Citation: A Summary of and Recommendations from Rural Teacher Corps Project: Stakeholder Dialogue by Rural Schools Collaborative and Dakota Wesleyan University)

SB 2182 provides an avenue to recruit future educators at the secondary level and falls inline with “focus on efforts that recruit students during their actual K-12 years”.

Thank you for your time and I shall stand for questions.

Respectfully,

s/s Mr. ElRoy Burkle

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The mission of NDSOS is to provide leadership for the small/rural schools in North Dakota and to support legislation favorable to their philosophy while opposing legislation that is harmful.

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House Education Committee

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ND Department of Career and Technical Education

Chairman Owens and members of the House Education Committee. My name is Kelly Pierce and I am here on behalf of the Department of Career and Technical Education. I am here to testify in support for Senate Bill 2182 as amended with Section I of the Act expiring July 31, 2021.

As you may be aware, in 2009, the Legislature created the North Dakota Scholarship, and provided two sets of requirements for students to qualify for that scholarship. One option focused on academic requirements that were more college preparatory in nature, while the other set required students to explore and focus more on CTE options. At that time, CTE was charged with developing coordinated plans of study that would be used as a requirement for the CTE route to the scholarship.

North Dakota CTE's vision states it will provide services throughout the state in a seamless environment, using both school-based and work-based learning. The Department of Career and Technical Education also strives to provide high school students career exploration opportunities in the sixteen career clusters. Currently, we offer programming and coordinated plans of study for thirteen of those career clusters.

One cluster that is missing from CTE programming, is the Education and Training Cluster. Following the lead from our neighboring states, Minnesota and South Dakota, North Dakota CTE has begun the process to provide classroom opportunities and a coordinated plan of study connected to the Education and Training Cluster by applying for course codes through the Department of Public Instruction. These courses will become part of Family and Consumer Sciences. The FACS standards, specifically Standard 4, Education and Early Childhood, are designed to integrate knowledge, skills and practices required for careers in early childhood, education, and related services, making this a logical placement for the courses. In addition, FACS instructors have the education and background in human development to teach the proposed courses: Teaching Profession and Educational Methodology. CTE instructors have experience in supervising students in the workplace which also brings strength to the proposed course experiences. With the connection to CTE, this system will be developed collaboratively with business, industry, and other agencies. It is important that we utilize CTE specific course codes to ensure we maintain the vision of ND CTE.

By having an expiration date for Section I, you will allow students who are currently following this path an opportunity to qualify for the North Dakota Scholarship through either route and you are giving ND CTE the time necessary to have a coordinated plan in place for the CTE Scholarship requirements for students in the future.

This concludes my testimony and I am happy to answer any questions you may have.

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**TESTIMONY ON SB 2182
HOUSE EDUCATION COMMITTEE**

March 6, 2019

**By: Joe Kolosky, Deputy Director of School Approval and Opportunity
701-328-2295**

North Dakota Department of Public Instruction

Mr. Chairman and Members of the Committee:

My name is Joe Kolosky and I am the Deputy Director of School Approval & Opportunity with the Department of Public Instruction (DPI). I am here to speak in favor of Senate Bill 2182 regarding Academic and Career and Technical Education (CTE) Scholarship eligibility requirements for students on an education career pathway.

Starting with the 2018-2019 school year, DPI has made available two courses as part of an education career pathway. Those two courses are Teaching Profession and Educational Methodology. Students taking these courses are learning valuable skills needed to become a successful teacher, much the same way that students in business, agriculture, and health careers courses are learning to be successful in those fields. What students are doing and learning in these classes is worthy of satisfying the career-oriented requirement of the Academic and CTE Scholarships.

Students in these classes are learning about effective instructional strategies, inquiry-based learning, growth mindset, using data to guide instruction, and

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building relationships with students. In addition, the students visit classrooms in local schools on a weekly basis to learn from other teachers and participate in classroom experiences. Students taking these classes will be a step ahead of other students when they begin their coursework for teacher preparation in college. There is also the potential for students to take these classes for dual credit and have them count towards their first teacher preparation courses at the college level. This will begin in some schools as early as next year.

These classes have been identified in the North Dakota K-12 Education Strategic Vision as one method in which to promote the teaching field to high school students, in hopes of increasing the number of teacher candidates in the state. Not only could this reduce the teacher shortage, but it could also allow schools to encourage students to return to their home district to fill teaching positions upon completion of college.

Chairman Owens and Members of the Committee, that concludes my prepared testimony and I will stand for any questions that you may have.