Welcome to the BYU-Idaho Pathway Program

BYU-Idaho and Institutes of Religion have combined efforts to bring an online program with local support to new areas. Students can now earn an accredited professional certificate, associate’s, or bachelor’s degree from BYU-Idaho while attending a local institute. The purpose of the Pathway Program is to enable students to find the higher education pathway that best suits them while building confidence along the way. We are committed to providing an education and atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. That atmosphere is created and preserved through conduct that reflects those ideals and principles.

We have observed the following blessings from our former and current Pathway students:

- Significant increase in Institute enrollment and attendance.
- Faith inspired improvement in prayer, scripture study, church attendance, and service.
- Stronger family leadership through application of principles of provident living and disciple leadership.
- Building confidence and hope for current and future family responsibilities.
- A new-found appreciation for lifelong learning.
- A return from inactivity or church discipline into full fellowship.

A well-planned and strongly supported Pathway Program will encourage spiritual, social, and intellectual growth among young adults in your area. This planning packet is intended to be a guide to help you prepare for successful implementation of the Pathway Program. We hope you will find it a valuable resource. We thank you for the opportunity to share this program in your area.
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Understanding the Pathway Program

In our sincere desire to serve more students, President Kim B. Clark has charged the university with the following imperatives:

1. Raise substantially the quality of every aspect of the student experience our students have.
2. To make a BYU-Idaho education available to many more of the young people of the Church.
3. Lower the relative cost of education.

The objective of the Pathway Program is to help people meet the three imperatives outlined by President Clark. Additionally we believe the Pathway Program will invite all those that participate to “come unto Christ” by providing a well-balanced educational program focused on perfecting the Saints spiritually, socially, emotionally, and intellectually.

What is the Pathway Program?
Through the Pathway Program, BYU-Idaho and Seminaries and Institutes provide a pathway to higher educational opportunities to LDS young adults, regardless of where they live or where they may ultimately receive their degree. Additionally, adults beyond Institute age may also participate at a local Stake Center.

What is the purpose of the Pathway Program?
The Pathway Program targets students not already enrolled in college. The first year of the program helps provide students with the skills and confidence they will need to succeed both in college and in life. During the first year of the program—called Academic Start—students gather each week at an Institute building or Stake Center under the direction of a Church service couple.

Where does the Pathway Program take place?
Institute buildings or Stake Centers act as a weekly gathering spot for Pathway students, especially during the first year. Local Church service couples facilitate group interaction and monitor student involvement. Furthermore, students under the age of 30 enrolled in the Pathway courses are also required to enroll in a local Institute course. The typical Pathway gathering takes place on Thursday evenings from 7 p.m. to 9:30 p.m.

What’s a typical Pathway student profile?
To participate, students must be:

- 18 to 30 years old (institute) or over 30 years old (stake center).
- Member of the Church.
- Willing to attend Institute (18 to 30 years old).
- Willing to strive to live by BYU-Idaho’s Honor Code.
- Able to access a computer with high-speed internet on a daily basis.
- Proficient in speaking, reading, and writing English (or meet the minimum requirement for the ESL version of the program)
What happens after the first year of the program (Academic Start)?
Students who successfully complete Academic Start with at least a B average may matriculate at BYU-Idaho online. At this point, they must receive an annual ecclesiastical endorsement, like other BYU-Idaho students. Once matriculated, they may take as many or few courses online each semester as they like. They can earn a certificate, an associate’s, or even a bachelor’s degree online. They remain part of the Pathway Program even after matriculation, with support from the local Church service couple, assistance from Employment Services in career preparation and job placement, mentoring, and opportunities to gather regularly. In addition, to earn religion credit students will attend Institute and complete academic coursework online.

How much is tuition for the Pathway Program?
The current cost of the program to students is $65 per credit in the United States; students can earn a bachelor’s degree in 120 hours for $7,800. In consultation with each country’s Area Presidency, BYU-Idaho plans to adjust the amount of tuition charged in each country to make the program affordable for local members. Generally, PEF funds will be available to Pathway students internationally after the first semester. Textbook costs are minimal because course designers seek to eliminate textbooks wherever possible. Once students matriculate, U.S. citizens may qualify for federal aid, including Pell Grants.

What are BYU-Idaho online classes like?
Created by BYU–Idaho faculty and instructional designers, this new generation of online courses is taught by dedicated experts with student interaction in mind. Just like courses taught in a classroom, online courses are rooted in the BYU–Idaho Learning Model which leads to significant personal contact between you, your fellow students, and your instructor.

Courses are organized into closely interacting groups of 10 to 15 students called “cohorts,” with no more than 60 students in a section. Cohorts are comprised of students in Rexburg and within the Pathway Program. Students interact with each other and instructors each week in a structured learning experience based on the semester calendar.

What degrees are available through the Pathway Program?
Students may pursue several online degree options after completing the first year of Academic Start (see this chart for details). Online degree options include a professional certificate, an associate’s, or bachelor’s degree. All students who complete Academic Start should at least have greater motivation and ability to live providently.

Is there an option for non English speaking students?
For students in the United States and abroad who do not speak English well, BYU-Idaho will offer a simplified English introduction or English as a Second Language (ESL) version of the program. Students need some foundation in English to be able to participate, but do not need to be as proficient as they would be to be admitted to BYU-Idaho or BYU-Hawaii. During the course of the first year, students will study the same content in somewhat simplified English as other Pathway students; they will also receive language instruction and have opportunities to improve their English abilities. Among other things, they will connect via computer with volunteer conversational partners who are native English speakers.
Key Elements for a Successful Implementation

In an effort to help areas prepare for the program we have identified the following key elements for supporting a Pathway site.

1. **Priesthood support:** For Pathway to succeed, local priesthood leadership and support is critical. In areas where Pathway has been most successful, priesthood leaders discuss the program openly in councils, training, or other church meetings. Additionally, priesthood support entails creating necessary communication plans which require follow-up. We recommend a tight alignment and investment in the program at the Seventy, stake (presidency, high council, auxiliary), and ward level. Close integration with priesthood channels is beneficial for both ward and stake councils. When students have financial or academic challenges within the program, ward and stake councils are an effective source for solutions.
   
a. **Implementation of the Pathway Program will be easier for those areas who have complete support from:**
   
i. Area Presidency (International locations mainly)
   
ii. Area Seventy
   
iii. Stake President
   
iv. Institute Director (and Area Director)

2. **Mission couple:** In most cases, the Area Seventy assigns a stake president to call a Pathway Mission Couple. These couples may be called as Church service missionaries or could be full-time CES missionaries with the approval of the area director. Couples are expected to spend about 10 hours a week in their assignment.

   A dedicated and selfless mission couple is one of the key factors in the success of a Pathway site. In addition to recruiting new Pathway students, mission couples spend a considerable amount of time shepherding students through the program – writing encouraging notes, following-up on homework assignments, helping them to prepare for exams, reminding them about deadlines, etc. We cannot overemphasize the crucial role mission couples play in the lives of these students. This close personal mentoring is essential to help the students succeed.
   
a. **Implementation of the Pathway Program will be easier for those who have a service mission couple already in place or have identified several candidates.**

   (See attached document: Pathway mission couple job description)

3. **Appropriate site location with wireless internet service:** For students 18 to 30 years of age, the Pathway Program is best suited within an Institute building. For students over the age of 30, the Pathway Program is best suited at a stake center. Additionally, the weekly gathering during the first year of the program takes place on Thursday evenings. Central locations that can serve a wide radius of stakes are ideal, but where there is strong priesthood support, Pathway can also succeed in areas with more limited Church membership. Due to the online nature of the coursework, some planning may be needed to ensure adequate wireless bandwidth.
a. Implementation of the Pathway Program will be easier for those areas that can provide a centrally located gathering place with high-speed wireless internet access on Thursday evenings.

b. The following wireless bandwidth guidelines have been provided by BYU-Idaho’s IT department:
   i. A target range of 8Mbps-20Mbps is recommended to accommodate groups of 15-30 students.

4. Appropriate cohort size: Our feedback and observation of Pathway classes show that cohort size plays a key role in the overall student experience. Initially, BYU-Idaho is looking to establish sites with cohorts of 15-30 students, with 10 serving as a minimum. Eventually, Pathway opportunities may be extended to sites with fewer students. Encouraging groups to enroll from local wards and branches has also improved participation and helped overcome logistical challenges. Students from the same local unit can enjoy the efficiency of traveling together and supporting each other in their assignments.
   a. Implementation of the Pathway Program will be easier for those areas that can recruit 15 to 30 students.

5. Recruitment: The primary target for the Pathway Program is members of the Church not currently attending college. Identifying such individuals and encouraging them to give higher education a try requires a concerted effort on the part of local priesthood leaders and Pathway couples. Initial recruiting and publicity efforts may be through ward announcements and general invitations from priesthood leaders. Interested students are invited to informational meetings, under the direction of the local area seventy. After informational meetings, personal follow-up phone calls or visits by the missionary couple are recommended. The program is best suited for strong English speaking students. An E.S.L. (English as a Second Language) program is currently being piloted in Mexico.
   a. Implementation of the Pathway Program will be easier for those areas that can generate a well-supported recruitment plan.
   b. Some sites have had great success with issuing calls to individuals and couples to assist with just the recruitment effort.
Timeline for Launching a New Pathway site

Implementing the Pathway Program in new cities takes approximately 9 to 10 months. Under the direction of BYU-Idaho, the Pathway Program requires University and Board approval for expansion. The following timeline is based on three semester start dates.

<table>
<thead>
<tr>
<th>January Start Date</th>
<th>April Start Date</th>
<th>September Start Date</th>
<th>Action item</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>June</td>
<td>November</td>
<td>Receive proper priesthood approval from Area Authority to pursue hosting of a Pathway Program in your area. Submit online request form <a href="#">here</a>.</td>
</tr>
<tr>
<td>April</td>
<td>July</td>
<td>December</td>
<td>BYU-Idaho submits requests to President’s Council and Administrative and Academic Advisory Councils.</td>
</tr>
<tr>
<td>May</td>
<td>August</td>
<td>January</td>
<td>BYU-Idaho submits request forms to Executive Committee.</td>
</tr>
<tr>
<td>June</td>
<td>September</td>
<td>February</td>
<td>BYU-Idaho submits request forms to Board of Trustees.</td>
</tr>
<tr>
<td>June</td>
<td>September</td>
<td>February</td>
<td>Approved new Pathway sites receive written authorization to proceed.</td>
</tr>
<tr>
<td>June</td>
<td>September</td>
<td>February</td>
<td>Area Seventy identifies and assigns an education Stake President or Agent Stake President over Pathway.</td>
</tr>
<tr>
<td>August</td>
<td>November</td>
<td>April</td>
<td>Interview and select a Church Service Missionary Couple.</td>
</tr>
<tr>
<td>Aug - Nov</td>
<td>Nov - Mar</td>
<td>Apr - Aug</td>
<td>Local recruitment efforts</td>
</tr>
<tr>
<td>October</td>
<td>January</td>
<td>June</td>
<td>Hold a priesthood leadership and student fireside.</td>
</tr>
<tr>
<td>November</td>
<td>February</td>
<td>July</td>
<td>All student applications due (minimum of 15).</td>
</tr>
<tr>
<td>January</td>
<td>April</td>
<td>September</td>
<td>First day of Pathway classes on site.</td>
</tr>
</tbody>
</table>
First Year Academic Experience

Students take only two courses per semester during Academic Start (see next page), allowing them to work fulltime while participating in the program. They pay only for three credits each of the first two semesters. Students who successfully complete Academic Start with at least a B average may matriculate at BYU-Idaho online.

At this point, they must receive an annual ecclesiastical endorsement, like other BYU-Idaho students. Once matriculated, they may take as many or few courses online each semester as they like. They can earn a certificate (consisting of roughly five specialized classes), an associate’s, or even a bachelor’s degree online. They remain part of the Pathway Program even after matriculation, with support from the local Church service couple, assistance from Employment Services in career preparation and job placement, mentoring, and opportunities to gather regularly. In addition, to earn religion credit students will attend Institute and complete academic coursework online.

Students may choose to use the skills and credits they’ve gained to transfer to another college at any time, although those who earn an Associate’s of General Studies will find their credits transfer most efficiently to other colleges. Students succeed whether they receive a certificate or degree that helps them get a better job, gain skills that help them create their own business, transfer to a local college, transfer to any CES school for which they are eligible, or continue to complete a bachelor’s online with BYU-Idaho. The purpose of the program is not to help BYU-Idaho grow but to help students grow in the gospel and in their capacity as learners and leaders of their families.
Bachelor's Degree

Associate's Degree
Administrative Assistant/Office Management, Medical Assisting, Web Design & Development, General Studies

Certificate
Administrative Assistant, Basic Accounting, Professional Sales, Web Media, Home & Family

Matriculate

Academic Start
1st Semester (5 credits): GS 120 Pathway Life Skills (3 credit) Approved Institute Class (2 credits)
2nd Semester (5 credits): Math 100G Personal Finance (3 credits) Approved Institute Class (2 credits)
3rd Semester (5 credits): ENG 106 Basic Writing (3 credits) REL 333 Teachings of the Living Prophets (2 credits)

120 credit hours.
60 credit hours.
30 to 32 credit hours. Matriculated student.

Maintain a “B” average during Academic Start. Complete full application including ecclesiastical endorsement.

15 credit hours. Course sequence changes when starting in Fall semester vs. Winter semester.
Role of Area Seventy
by Elder Matthew J. Eyring
Massachusetts Boston Area Seventy

Before Pilot Launch

1. **Establish a strong YSA and single adult regional program.** Pathway is easier to implement if there is already a strong YSA and single adult organization across the region. In New England, an enthusiastic and visionary leader was called to be the “agent” stake president for YSA activities in the region. This president had a holistic vision of developing a vibrant YSA community that emphasized service, education and wholesome recreation; Pathway was part of that vision, making it much more than just a program to be implemented. During his tenure, a very active YSA-led regional structure has been established, and several formal YSA units/groups were started outside our traditional YSA center of strength in Cambridge.

2. **Determine the ideal location.** The ideal site balances the following characteristics: A central location in an area of relatively high density target enrollee population. As explained previously, the ideal students may not necessarily be traditional single ‘YSAs,’ but can come from a mix of backgrounds. We have found that this diversity of age, experience, and maturity, greatly benefits the program.

3. **Have strong stake leadership support.** An enthusiastic stake president should be chosen to oversee local implementation of the pilot, with assistance from his counselors and the high council. This leadership is essential even if the pilot draws participants across stake boundaries. Once the program is up and running, the stake’s leadership burden is reduced somewhat, but is critical during the early phases of logistics coordination and recruiting. Our stake president leader organized several meetings (presided over by the area seventy) where the Pathway Program was explained to bishops, high councilors, parents, and potential recruits. The participation of priesthood, auxiliaries, and ward and stake councils is critical to making this effort a seamless part of the welfare efforts versus just another church program.

4. **Dedicated space.** The stake president will need to find (in the case of a local institute building) or provide (in the case of his own stake center) dedicated space for the Pathway Program. BYU-Idaho can provide details of physical facility requirements. Be aware that if an institute building is used, institute rules must be followed, which may place limitations on the participation of students older than 30; because we used stake center space, this was not an issue.

5. **Call competent and dedicated missionaries.** Significant effort must be expended in receiving revelation and calling the right couple to be Pathway missionaries. While the stake president could make this calling, having the area seventy identify and call this couple ensures the program is viewed as truly “regional” rather than a stake effort. One of the Pathway couples serving in Hingham, Massachusetts, was called from the Providence Rhode Island stake. This was a retired couple serving in the Boston Temple. He was a former college educator and stake and ward leader, and both he and his wife have a great love for YSAs and single. The search for the right couple took some time, with the Lord providing assurance that the right couple had been prepared. While most couples receiving the call may have some apprehensions (“this is a new program—will it work?”, “do I have the necessary computer skills?”), the Area Seventy can play a role in reassuring the missionary couple and providing tangible support.
6. **Establish recruitment goals, begin recruiting early, and distribute the responsibility.** If you have chosen the right location and leadership, the program should then make sense to local leaders as a wonderful way to rescue “lost sheep,” meet welfare needs, and provide tremendous opportunity to a segment of their stakes, wards and branches. As the area seventy, take the lead in meetings with local leaders in asking them to think about those who might benefit—single moms, YSAs who didn’t or couldn’t get into church schools or go on missions, immigrants, those lacking confidence or direction, and invite them to seek out this sometimes invisible, but critical portion of our church membership. Establish goals as to the size of the pilot (25 students seemed an ideal size for us), and hold your initial outreach/education meetings early in the process.

7. **Consider calling an additional missionary couple with responsibility for recruiting and nurturing students.** As the complexities of getting the program established mounted and many requests for information began arriving, we called another missionary couple for the pilot. They initially were assigned just to bolster recruiting efforts in the local stake, but soon accepted a broadened role to recruit in the region, follow-up promptly with prospective student requests / applications. They soon joined the weekly meetings of the new class.

8. **Coordinate multi-stake execution and emphasize multi-stake cooperation.** While the presence of the Area Seventy lends some weight to this kind of program, it is also important to explicitly message that this is not just a stake program but a regional program. We strove to create a true sense of regional cooperation by 1) discussing the program in coordinating councils and in one-on-one meetings with stake presidents, 2) reaching out to and informing additional key individuals in different stakes (such as service missionaries, education coordinators, welfare specialists, etc.), 3) involving individuals from multiple stakes in execution and 4) regularly discussing progress and successes in regional meetings.

**At Launch / Post Launch**

1. **Be visible and available.** Occasional visits and e-mail notes of appreciation to the students and to the leaders of the program are well received. The missionary couple that plays the primary role in organizing the weekly class sends a weekly summary note of encouragement to our students. Our second couple sends a summary of the progress of the students on a spiritual and intellectual level to a broad set of leaders. These communications are incredibly inspiring and should be met with enthusiasm and the deepest gratitude by the Area Seventy.

2. **Utilize your executive secretary in the program.** The time of the Area Seventy is scarce, and there are occasionally issues and problems arising that need to be addressed as can be expected with any program. In New England, the executive secretary has been heavily involved in interfacing with leadership, filtering and synthesizing information that tracks the progress of the program, addressing technological issues, and attending classes on occasion.

3. **Provide structured feedback on the program.** Given the still early stage of program rollout, organized and detailed feedback on aspects of the program that worked, didn’t work, and areas of needed adjustment are valuable to reposition this effort into what it needs to become. The Area Seventy can play a role in organizing, reviewing and presenting these insights.
Role of the Institute Director

BYU-Idaho and Seminaries and Institutes wish to enlist the help of institute directors (or full-time instructors they designate) without overburdening them. To that end, the vast majority of responsibilities at the local level are placed on the shoulders of the Church service mission couples. Specifically, institute directors or those who assist them should help administer Pathway within these guidelines:

Role of Institute Directors

1. Schedule building and attend orientation firesides for ecclesiastical leaders.
2. Assist BYU-Idaho in reaching out to current institute students not enrolled in college via email and personal invitation.
3. Serve as the lead presenter for the potential student firesides once a year (unless greater student demand allows for Pathway cohorts each semester). Online training, support materials, and assistance from Pathway Service Couple will be provided by BYU-Idaho.
4. Coordinate Thursday night teaching schedule to accommodate Book of Mormon 121 or 122 during the institute’s Fall and Winter semester. (Pathway students may be grouped into one separate class or integrated into a class open to all Institute students.)
5. Provide classrooms and access to building during BYU-Idaho semester calendar.
6. Provide transcript information to BYU-Idaho for transferrable credit courses.
7. Once or twice a semester, briefly observe the Church service couple on a Thursday night and report any major challenges to BYU-Idaho.

While BYU-Idaho will gladly welcome input on any aspect from institute directors and personnel, please note that institute directors will not be responsible for the following:

1. Finding Church service mission couples.
2. Training Church service mission couples.
3. Teaching BYU-Idaho courses.
4. Monitoring student success, participation, attendance, and retention.
Role of the Pathway Mission Couple

The BYU-Idaho Pathway Program working with Seminaries and Institutes of Religion across the globe involves local service mission couples to assist with on-site management of the program. These mission couples are trained virtually and in face-to-face settings through the duration of their 12 to 24 months of service so they can recruit, assist, and retain those students who are a good fit for the program. They do this by working closely with the students, local ecclesiastical leaders, and Institute Directors. Their responsibilities include the following:

Role and Responsibilities

1) Serve approximately 8 to 15 hours a week.
2) Promote BYU-Idaho and Institute courses for credit with local young adults.
3) Work with local leaders and Institute Directors to identify potential students.
4) Manage the Pathway Program application process which includes a personal recommendation and may include the administration of a Secondary Level English Proficiency (SLEP) Test to determine a student’s readiness for college level English.
5) Proactively reach out to admitted students to assist with registration.
6) Facilitate classroom discussions and monitor peer-to-peer instruction.
7) Schedule classrooms and ensure necessary equipment is available.
8) Empower students with tools to become self-reliant by connecting them to BYU-I resources such as instructors, Online Support Center, Academic Advising, Tutoring, etc.
9) Monitor student academic success, participation, attendance, and retention.
10) Assist students as they prepare to matriculate into the online degree program by encouraging them to complete each step, especially in preparing to live the BYU-Idaho Honor Code and Dress and Grooming Standards.
11) Act as a liaison between BYU-Idaho and local Institute and ecclesiastical leaders.
12) Participate in Institute functions.
13) Select either 12 or 24 month mission duration but may extend with Stake President's approval.

Desired Qualifications

The ideal Pathway mission couple would exhibit a combination of most of the following:

1) Experience working with Institute age students.
2) Teaching background is very helpful, particularly within Seminaries & Institutes.
3) Computer/technology proficiency.
4) Good communication skills along with the willingness to reach out to local ecclesiastical leaders for recruiting purposes.
Best Practices in Pathway Recruitment

1. **Interest List:** From the first announcement of the Pathway Program coming to your area, maintain an interest list of students who express a desire to be involved. Plan to follow up as often as possible to ensure they stay excited about the program and are ready to complete an application when the time comes.

2. **Marketing Material:** Begin distributing marketing material in early May (for a Fall semester start). This can be done through ward bulletin inserts, posters in chapels, flyers at firesides or training events, and more.

3. **Current Pathway Students (if applicable):** These students are immersed in the coursework and are the best messengers of the spirit of the program to prospective students. Be sure to invite them early to participate in events so they can arrange their schedule. Current Pathway students can be involved in word of mouth recruitment as well as ward and stake speaking assignments to bear testimony of program.

4. **Stake Involvement:** Stake presidencies are informed about the program through the Area Seventy. Stake presidents are encouraged to then message the program to their counselors and other stake leaders.

5. **Local Leadership:** Getting names of prospective students from local leaders allows for direct contact with individual students. Reaching out one by one makes a difference. Here are some suggestions for opportunities to visit with local leaders:

   - Bishops Council/Stake High Council
   - Ward Council
   - Speaking Assignments

6. **Seminaries and Institutes:** Seminaries and Institutes is a key partner with BYU-Idaho in delivering the Pathway Program to each local area. There are numerous ways to work together to reach more students. Here are a few ideas:

   - Seminary Training
   - YSA/Institute Classes and Activities
   - Firesides – Coordinate the scheduling and presentation of fireside(s) with the Institute Director.

7. **Printed Marketing Materials:** Produced by BYU-Idaho and available upon request.

8. **Other Advertising Venues:**
   - Interest List on BYU-Idaho Pathway Program homepage
   - Ward and Stake Employment Specialist
Testimonials

From Leaders:

“There is a brightness of hope and appetite for learning. . . . There is an aggressiveness for learning that has never been here before.” — Chula Vista, CA Institute Director

“The impact upon individuals in our group is really positive…they have found direction, friends, renewed esteem, support, and love and it shows!” — Huntington Beach, CA Institute Director

“Those who looked like they might struggle in a normal classroom have really blossomed.” — Tacoma, WA Institute Director

“They are becoming active again in the Church, going on missions, marrying in the temple, and contributing in wonderful ways at home, at Church, and in the community—much more so than they were before starting Pathway, and much more so than they otherwise would.” — Nampa, ID Institute Director

“Many had been inactive and have shared things that lead me to believe that they are starting to make real changes in their life because of the spiritual direction they have gained through attending institute and doing the required scripture study on their own. . . . I am seeing lives change because of this program.” — Riverside, CA Institute Director

“When the Pathway program came to Pasco we were engaged in a process of trying to fund, on a Stake level, a few YSA’s that would not have the chance, due to family circumstance, to get any college education. We were trying to raise $30,000 for just a few students to send them to BYU and live and get some college. We were not serving very many at a great expense. Along came Pathway which was, in our circumstance, truly sent from heaven and it accomplished, much more efficiently, what our Stake President had envisioned. We see first hand the hand of the Lord in the lives of the YSA.” — Elder and Sister Mackay, Pasco, WA.

“I just wanted to drop you a short note and express my heartfelt appreciation for this inspired program…The real blessing though was seeing the love the students had for each other and for our great missionary couples…I hope you know that this program is changing lives in amazing ways in our little part of the world. We view it as a key part of our ministry…and are doing all we can to support it.” — Counselor in Stake Presidency

We very much appreciate you bringing this program to our area. Each Sunday as we go to the different meetinghouses in the stake, members express their gratitude for the opportunity the Pathway program offers them. Just last Sunday there were three people who expressed their feelings about this. They tell us it is hard but they are determined to keep going and to complete the program. More often than not, tears of joy are shed. — Counselor in Stake Presidency
From current Pathway students:

“My children have noticed the difference. We have been more consistent with scripture study and family prayer and family home evenings. This program has taught me how to put things in the right order so that I can be able to learn and teach my children more effectively.”

“My attitude in high school for learning was not very good, but doing this program and being able to learn from teachers who have the spirit on their side has changed my attitude completely.”

“The Pathway Program has had a positive effect on me that has altered my attitude towards learning in a way that I now more than ever desire to be educated, both academically and spiritually.”

“The Pathway Program provided me . . . tools to become an effective learner. The classroom environment invites the Spirit—it is where study and faith go hand in hand. I leave class feeling I can accomplish anything. My future is full of possibilities.”

“I am creating a budget. I have a goal and a plan to lose weight. I have bought more modest clothes for school and home. I am striving towards a temple recommend and Patriarchal blessing. I commit to family home evening every Monday. My son and I read and pray together and he is thriving from my improvements.”

“I remember learning something the first week of this program and deciding that I would no longer go through the motions of life. Since that decision, my attitude in going to church and serving in my calling has been much better. Also, I can see how I've been more able to qualify for the spirit and listen to it as I serve. It’s a great feeling.”

“This program has helped me understand how important the gospel is in my education. Before this program I never realized the importance in searching for the Lord’s council in my education. I love this program because everything is taught and centered around the gospel of Jesus Christ.”

“The pathway program has strengthened my testimony in many different fields and has brought me a greater understanding of how I need to do the small things in my life. For the most part my faith cannot be changed unless I take further "action", which is what the program has taught me I need to do.”

“Since becoming involved with the Pathway program I have really come to see the need for a program like this and how it helps people to progress in life.”

“I LOVE the Pathway program, my classmates, instructors and the lessons! I feel like I have learned a great deal already. My friends and family members are inquiring more about it and I can’t help but want to share this program with all of them. It is truly an inspired program from the Lord. I am thankful that BYU-Idaho was willing to give me a chance. It hasn't been easy to "choose the right", but whenever I felt a challenge coming on, I thought of the Honor Code that I am to uphold. If I didn't have an additional standard to live up to, then I don't think I would be where I am today.”
Pathway Program Request Form

Please complete these forms and mail them to the following address (this form can also be completed online by clicking here).

BYU-Idaho
Pathway Program
257 Rigby Hall
Rexburg, ID 83460-4545

Area Seventy:________________________________________________________

Education or Agent Stake President:__________________________________________

Institute Director:_________________________________________________________

Name and address of person filling out this form:
________________________________________________________
________________________________________________________
________________________________________________________

Home phone number:_________________________  Cell phone number:_________________________
Work phone number:_________________________  E-mail address:_________________________

Pathway Program
Action Plan

Engaging Local Priesthood/Relief Society Leaders

Please describe your overall strategy for informing local leaders of the Pathway Program opportunity (see pg. 10):
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

What stakes will be involved?
_____________________________________________________________________________________________

What leaders will be instrumental in the Pathway implementation? ________________________________
_____________________________________________________________________________________________

Please indicate the meetings in which the Pathway Program will be discussed:
_____________________________________________________________________________________________
Student Recruitment Plan

What is your goal for number of students in 1st cohort? __________
How often can a group of this size begin (ie. once a semester, once a year)? _______________________________

Who will lead the recruiting effort (see pg. 10 & pg. 14)? ___________________________________________
Who will support the recruiting effort? _______________________________________________________________

Please describe your overall strategy for recruiting students:
_____________________________________________________________________________________________
____________________________________________________________________________________
_____________________________________________________________________________________________

What existing communication channels/resources can be leveraged to spread the word?
_____________________________________________________________________________________________

How will you distribute BYU-Idaho Pathway Program marketing materials?
_____________________________________________________________________________________________

Please list any additional ward/stake assignments that will be made to support student recruiting:
_____________________________________________________________________________________________

Selecting a Mission Couple

Please select availability of Pathway mission couple (see pg. 13):
☐ Mission couple in place and familiar with Pathway  ☐ Mission couple in place
☐ Potential couples under consideration  ☐ Search will begin upon approval

In current mission couple, or in considering potential mission couples, what qualities do you consider critical to their success as Pathway missionaries?
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Local Resources for Young Single Adults

How would you describe the YSA efforts in the area?  ☐ Strong, vibrant regional YSA community
☐ Strong, vibrant stake YSA community  ☐ Developing regional YSA community
☐ Developing stake YSA community  ☐ Currently no formal YSA program in place

What resources are in place for Young Single Adults?
_____________________________________________________________________________________________
_____________________________________________________________________________________________
Please list any noteworthy YSA efforts within your stake or region:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

**Location Analysis**

Please list the address of the proposed Pathway site location and indicate whether the proposed site is an institute building, Stake Center, or other: ____________________________________________________

Is there wireless internet access at the proposed building listed above? ___________________________________

How many Stakes are located with a 1 hour commute of the proposed site above? __________________________

**What else should we consider in evaluating this request for Pathway implementation?**
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
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