

BOARD MEETING AGENDA

UW Bothell, North Creek Events Center

November 17, 2011

9:00	Welcome and Introductions <ul style="list-style-type: none"> • Ethelda Burke, HECB Chair • Kenyon Chan, Chancellor, University of Washington, Bothell 	<u>TAB</u>
9:15	Consent Agenda <ul style="list-style-type: none"> • Approval of September Board Meeting Minutes • HECB 2012 Board Officials, Resolution 11-22 • HECB 2012 Meeting Calendar, Resolution 11-23 • New Degree Program for Approval: Bachelor of Applied Science in Healthcare Technology and Management, Bellevue College, Resolution 11-26 	1 2 3 4
9:20	Discussion and Recommendation: 2012 Strategic Master Plan Update, Resolution 11-24 Don Bennett, Executive Director, will provide an overview of the master plan update process; an assessment of why the plan update is important; and a summary of how current fiscal conditions are likely to impact public higher education through 2018.	5
9:40	Jan Ignash, Deputy Director for Policy, Planning and Research, will provide a more detailed presentation on the plan update, including a progress report on where the state is relative to degree completion goals, the probable effect of additional budget cuts on achieving degree goals, and recommendations from the Master Plan Update Advisory Committee on the most critical next steps for higher education.	
10:00	A panel of education leaders who have worked on the plan update will discuss its principal recommendations and conclusions. Panelists will discuss the top areas on which the state should focus to increase educational attainment and their recommendations on where strategic investments should be made in higher education. Panel members will include: Charlie Earl, Executive Director, State Board for Community and Technical Colleges; Mike Reilly, Executive Director, Council of Presidents; Kathe Taylor, Policy Director, State Board of Education; and	

<p>11:45</p>	<p>Chris Thompson, Director of Government and Public Relations, Independent Colleges of Washington.</p> <p>Panel members will respond to the following questions:</p> <ul style="list-style-type: none"> • What are your top three or four priorities for “Next Steps” for higher education in Washington? • Why are they your highest priorities? • What is your best advice on how the state can make progress on those top priorities? <p>Following this discussion, the Board will be asked to approve <i>Resolution 11-24</i> recommending adoption of the strategic master plan update.</p>	
<p>12:00</p>	<p>Break for lunch</p>	
<p>1:00</p>	<p>Information and Action: Passport to College Promise Program (for Foster Youth), <i>Resolution 11-25</i></p> <p>Rachelle Sharpe, Director of Student Financial Assistance, will be joined by campus and non-profit organization student support managers and service providers:</p> <ul style="list-style-type: none"> • Kristi Jewell, Education Support Program Manager, Centralia College • Colleen Montoya-Barbano, Fostering Scholars Program Director, Seattle University • Lisa Predovich, Program Officer, College and Alumni Services, College Success Foundation 	<p>6</p>
<p>2:00</p>	<p>Information and Action: Degree-Granting Institutions Act Rules Change, <i>Resolution 11-27</i></p> <p>The proposed rules change various fees charged to authorized schools, add an exemption category for schools recognized by the Legislature, and provide other clarifying language. Board action authorizes staff to engage in the formal rule making process.</p>	<p>7</p>
<p>2:15</p>	<p>Update: Guaranteed Education Tuition Program (GET) Betty Lochner, Director, will provide an update on the GET program and its future outlook.</p>	<p>8</p>
<p>2:45</p>	<p><u>Public Comment</u> <i>A sign-in sheet is provided for public comment on any of the items above</i></p> <p>Adjournment</p>	

Note: On November 16, from 4:30-6:30 p.m., the Board will hold a work session at the UW Bothell campus.



November 2011

Draft Minutes of September 29, 2011 Board Meeting

Board members present

Charley Bingham
Roberta Greene
Bill Grinstein
Earl Hale, Vice Chair
Jesus Hernandez
Paul Ishii
Addison Jacobs
Sam Shaddox

Welcome and introductions

HECB Vice Chair Earl Hale opened the meeting at 9:00 a.m. and asked members of the Board to introduce themselves.

Minutes of June board meeting approved

Action: Jesus Hernandez moved for approval of the minutes of the Board's June meeting. **Bill Grinstein** seconded the motion, which was unanimously approved.

New degree programs approved

The Education Committee reviewed the programs listed in the consent agenda and recommended approval of the new degree program proposals.

Action: Bill Grinstein moved for approval of *Resolutions 11-20 and 21* adopting two new degree programs:

- **UW Seattle, Ed.S. School Psychology (Moderate Degree Change), Resolution 11-20**
- **UW Tacoma, M. Accounting, Resolution 11-21**

Addison Jacobs seconded the motion, which was unanimously approved.

State Economic and Revenue Forecast: Impact on Higher Education

Arun Raha, Executive Director of the Economic and Revenue Forecast Council, reviewed the September update to the state economic and revenue forecast for the 2011-13 biennium. He explained factors that led to his projection of another \$1.4 billion drop in state revenue over the

balance of the 2011-13 biennium. (That projection prompted the Governor to direct higher education institutions and other state agencies to propose additional program cuts and to call the Legislature into a November special session.)

Hale said higher education institutions need a longer forecasting timeframe to deal with issues such as program development, hiring of faculty, and planning of specialized facilities. Raha said he would develop a forecast extending to 2015 by February of next year.

Representatives from the state's public and private colleges and universities discussed the impacts of additional reductions in state funding. Unless Washington finds a way to adequately fund public higher education, it will risk falling even farther behind in its effort to broadly raise educational attainment, they said. Failure to substantially increase the percentage of Washington citizens who complete a postsecondary education certificate or degree would seriously undermine the state's future societal and economic development and vitality.

Mike Reilly, Executive Director of the Council of Presidents, said expanded tuition-setting authority has enabled public baccalaureate institutions to maintain current service levels, but masked the reality of deep cuts in state General Fund support for higher education. The state's current \$31 billion biennial budget appropriates less money for higher education than the \$12.7 billion 1989 state budget did, Reilly said.

"We need significant increases in students with postsecondary credentials to meet the economic needs of our state, and we are just simply not on that path." The system stabilization that has been achieved through recent painful tuition increases would be thrown "completely out of the water" by additional budget cuts, he said.

Charlie Earl, Executive Director of the State Board for Community and Technical Colleges, said record enrollment demand at the two-year institutions is likely to persist as long as the economic downturn continues. The number of FTE students served has grown from 140,000 to 162,000, but only about 8,000 of them have been served by adding new faculty.

The two-year institutions are handling the brunt of the overload through efficiency measures such as increased class sizes and by eliminating classes and academic programs with low student demand or declining job prospects after graduation. However, the problem for the two-year colleges is how to sustain effective education in the face of continuing budget cuts, Earl said.

Despite efforts by college faculty and administrators, an estimated 20,000 to 25,000 students will not be served by the state's community and technical colleges through 2013, Earl said. An additional 10 percent budget cut in response to the latest revenue shortfall will add another 18,000 to the list of those not served.

Violet Boyer, president and CEO of the Independent Colleges of Washington (ICW), which advocates on behalf of private, non-profit colleges in the state, said all sectors of higher education – private, public, two-year, four-year and research institutions – must be considered as interdependent, especially in times of scarce resources. More efforts are needed to create and support collaboration, especially at the transition and transfer points.

Another primary state role is to equalize opportunity for low-income students through student aid, Boyer said. Students attending private schools can do so with manageable levels of student debt in part because of the traditionally strong financial aid programs offered in Washington. However, increasing numbers of K-12 students whose parents did not attend college are seeking

admission to private colleges, making continued support for the State Need Grant and outreach programs such as GEAR UP and the College Bound Scholarship doubly important. Otherwise the state risks losing a generation of potential college graduates, she said.

“If we continue to under-fund higher education and under-fund the State Need Grant, we will lose that generation; and we will also drive up health care costs, we’ll drive up unemployment rates, and we’ll drive up incarceration costs,” Boyer warned.

Master Plan Update

A Master Plan Advisory Committee composed of leaders from higher education institutions, state agencies, the Legislature, business and non-profit groups has met several times to work on updating the 2008 Strategic Master Plan. The master plan’s main goals are to increase educational attainment, promote economic development and innovation, and monitor and fund higher education for results.

The committee’s proposed next steps for continued progress on the goals will be presented and discussed at the Board’s November meeting and forwarded to the Legislature for consideration during the 2012 regular session once they have been approved by the Board.

The 2008 plan covered a 10-year period, setting ambitious degree production goals. However, the state’s ability to achieve these broad educational attainment goals has been hampered by the continuing economic downturn, which has forced the state to cut higher education funding.

Two panels composed of business, community and higher education representatives offered thoughts on how to focus scarce state resources to increase educational attainment in Washington.

The business panel was composed of:

- David Fisher, former chair, WA Roundtable Education Committee, The Partnership for Learning, and the Academic Achievement and Accountability Commission
- George Scarola, Senior Advisor, League of Education Voters
- David Zeeck, Publisher and President, The News Tribune

Fisher suggested taking a hard look statewide at how to gain maximum results from programs that create job opportunities. We need to work with employers to find out what the companies need from students as future employees, he said. Important decisions need to be made. Does the state want to have one world class program or two to three very good programs? Is having a dozen duplicate programs in multiple colleges in the state’s best interest?

Scarola said the HECB has a huge an opportunity to lay down the marker for what the state needs to do in the next few years as it works to help its successor agency identify the trends that matter most. “This is not the time to mince words,” he advised the Board.

Scarola suggested four major goals:

1. Expand who gets served. Align K-12 graduation requirements with college admissions. Live up to College Bound. Increase student transfers.

2. Produce more math and science instructors and STEM graduates. Pay the instructors more, Scarola said. Bring business leaders to the table to help design better STEM programs; give business leaders incentive for participation. Speak up about it.
3. Monitor higher education completion rates and demographics. Students are not completing because they spend so much time in remediation. Find a way to embed remediation within credit bearing courses. Organize scheduling to make courses available to working citizens.
4. “We are never going to fix a broken education system with a broken tax system. Our legislature needs to be able to put taxes in place to bring in revenue, and that cannot be done as long as there is a 2/3 vote requirement.”

There once was the presumption the state should fund college for the common/ social good of the state, Zeek said. That is probably one reason people are willing to tax themselves, but that concern has gotten narrower. Colleges have been turned into huge bureaucracies and lobbying organizations in their quest for more funding, he said.

“We need to find a way to wash out inefficiencies in the system and to make this work; universities cannot be as huge as they are. They need to be free of regulatory responsibilities so they can focus on the business of teaching.”

Perhaps state funding should be shifted directly to students and away from universities, he opined. “Let them decide how they want to use it; maybe give more to students going into STEM and engineering degrees.”

Institutional comment was offered by the following representatives:

- Mike Bogatay, Executive Director, Washington Student Association
- Ahmadou Seck, former student body president, St. Martin’s University
- Melonie Rasmussen, faculty member, Pierce College
- Lloyd Butler, Interim President, Pacific Northwest University
- Paul Herrick, faculty member, Shoreline Community College

Bogatay: There isn’t really a continuous plan for how we move someone through the system. Our state is lagging in the nation. We’re one of, or in the minority of states as far as not having a statewide plan for career and college planning. On the high school level, our colleges have very limited ability to provide advising to students.

Seck: Without State Need Grant, a lot of students would not be able to continue their education. We need to re-think the aid model to make it more accessible to students, especially with rising tuition costs.

Rasmussen described the highly successful Open Course Library project at Pierce College where she was the lead in designing open courses and educational resources with open textbooks that cost less than \$30. She noted that because the community colleges are open to all, there is no reading requirement to get in the door, which makes remediation a big issue for the two-year colleges.

She said the most important thing is to ask the students for something in return; a quid pro quo for the services delivered and for the state paying for their education. Something back in return might be as simple as helping to develop a continuous plan to for students to move through the system. For instance, recent college graduates who received some sort of a grant could go back to the schools and help students who come from the same economic or social backgrounds to move through completion.

Butler related how his school, Pacific Northwest University, got started as a result of a community-based grassroots effort. He and his friends shared a common dream to produce primary care physicians who would actually live and practice in smaller communities. They pooled their resources together and a school was born. He said the state going forward can do itself some benefit by really emphasizing public/private partnerships.

He expressed concern that “with the state changing the way we do business here and the HEC Board being replaced, I don’t know exactly what that means for starting new programs. This could end up becoming more of a political process.”

Herrick established an Online Course Library program at Shoreline Community College. Together with a colleague he co-produced a series of ten-minute instructional videos available to students for free on YouTube. The course comes with an e-textbook for \$29.95.

Herrick was quick to caution, however, that despite the success of online programs, the Board must be careful not to think that one size fits all. Like Rasmussen, he sees the value in hybrid classes where students meet in a classroom setting and online classes.

Public Comment

Faculty and student representatives offered comment. Jonathan Russell, Associated Student Government senator at Clover Park Technical College, described the student demographics in his school: youth fresh out of high school and older students seeking retraining and workforce development. Having lost his job, gone back to live at home, and currently in school to prepare himself to get back into the workforce, Russell’s focus is on helping his fellow students navigate the system and making sure students don’t fall through the cracks through the recession.

Khurshida Begum, Associated Student Body president at South Puget Sound Community College, shared her personal story, echoing the value of students “giving back” to their school and their community, as Rasmussen had talked about. “I really would like to see us giving back (financial assistance) ...to make us work for it, so we can be out there in the community, partnering up with elementary schools, middle schools, and high schools.”

Three faculty union representatives: Bernal Baca, AFT Washington/ AFL-CIO; Carla Naccarato Sinclair, WEA WA Higher Education Chair; and Kevin Asman, AFT WA, spoke about the important perspective that faculty members bring to statewide discussions on higher education, accountability, and budget cuts.

They urged the Board to find ways to include the stakeholders and to draw on the faculty and students for the innovation that they can bring because, in Asman’s words, “...we are in the classroom every day. And we are the ones who are dealing with the anxieties of the impending

cuts. We're the ones who are dealing with the issues of increased tuition and stress that that brings to the lives of our students.”

Naccarato Sinclair said state leaders need to come up with ideas of revenue for higher education, not cuts.

The meeting adjourned at noon.



STATE OF WASHINGTON

HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way • PO Box 43430 • Olympia, WA 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 • www.hecb.wa.gov

RESOLUTION NO. 11-22

WHEREAS, Under the Terms of Office of the Board bylaws as amended November 2010, the chair and vice chair shall each serve one-year terms, which shall terminate on December 31 of each year, and until successors are elected. Officers shall be elected to terms of one year, and no more than two consecutive one-year terms.

WHEREAS, The Board's Executive Committee recommends extending the terms of current Board officers to June 30, 2012;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board officers for 2012 remain:

Ethelda Burke, Board Chair
Earl Hale, Board Vice Chair
Sam Smith, Education Committee Chair
Charley Bingham, Fiscal Committee Chair
Jesus Hernandez, Financial Aid Committee Chair

Adopted:

November 17, 2011

Attest:

Ethelda Burke, Chair

Earl Hale, Vice Chair

PROPOSED 2012 HECB MEETING CALENDAR

DATE	LOCATION
January 26, Thurs 9:00 – 4:00	Olympia tbd
February 29, Wed 9:00 – 4:00	Olympia tbd
March 29, Thurs 9:00 – 4:00	Olympia tbd
April 26, Thurs 9:00 – 4:00	Olympic College <i>confirmed</i>
May 31, Thurs 9:00 – 4:00	WSU Tri-Cities <i>confirmed</i>
June 28, Thurs 9:00 – 4:00	Cherberg Bldg, SHR 4 Capitol Campus <i>confirmed</i>



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RESOLUTION NO. 11-23

WHEREAS, In accordance with the provisions of RCW 28B.80.420, RCW 42.30.075, and WAC 250-10-070, the Higher Education Coordinating Board is required to adopt an annual calendar of regular meeting dates for publication in the Washington State Register; and

WHEREAS, The Board's Executive Committee reviewed and approved the proposed 2012 meeting calendar; and

WHEREAS, The members of the Board have reviewed and approved the proposed 2012 meeting calendar;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the HECB 2012 meeting calendar.

Adopted:

November 17, 2011

Attest:

Ethelda Burke, Chair

Earl Hale, Vice Chair

November 2011

Bachelor of Applied Science in Healthcare Technology and Management Bellevue College

Introduction

Bellevue College proposes to offer a Bachelor of Applied Science in Healthcare Technology and Management beginning Fall 2012. This self-supporting degree will articulate with Washington community and technical college information technology-related applied associate degrees, and information and records management applied associate degrees. Enrollment is projected to be 30 FTE (47 headcount) students in 2012, increasing to 61 FTE (90 headcount) students by 2015. By 2015, 28 students are expected to graduate annually.

Relationship to Institutional Role and Mission and the Strategic Master Plan for Higher Education in Washington

The proposed program will support the college's mission of advancing "the life-long educational development of its students while strengthening the economic, social, and cultural life of its diverse community" by offering an educational path that will provide new career and career advancement opportunities for associate degree holders in a field that is among the fastest growing in the nation. In doing so, the proposed program also directly supports the *Strategic Master Plan for Higher Education's* goals to increase educational attainment and promote economic growth.

Program Need

Healthcare technology and management is an emerging field that is not currently tracked by the U.S. Bureau of Labor Statistics (BLS). However, BLS does project employment to grow in the related fields of medical records and healthcare information and medical and health service managers by 20 percent and 16 percent respectively. In Washington, Workforce Explorer Labor Market and Economic Analysis predicts that the average annual openings for medical records and health information technicians are expected to grow 22 percent by 2018¹.

¹<http://www.workforceexplorer.com/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=medical+records&careerID=&menuChoice=occExplorer&geogArea=5301000000&soccode=292071&search=Explore+Occupation>

The proposed program will be unique in Washington by training individuals to manage and perform the customization, implementation, integration, and maintenance of healthcare information systems, data, and components. The bachelor's degree in Health Informatics and Health Information Management at the University of Washington focuses on managing health records, rather than healthcare data systems. Western Governor's University offers a degree similar to the University of Washington program. Eastern Washington University offers a bachelor's degree in Health Services Administration focused on healthcare information technology, but does not accept students with professional or technical degrees. The proposed program will provide a pathway for students holding professional or technical degrees.

Program Description

The proposed 183-185 quarter credit applied baccalaureate degree program will prepare students for the healthcare information technology workforce. The curriculum combines information technology (IT) systems infrastructure, analysis, implementation, and operations in the unique context of healthcare. A full-time student will enter as a junior and be able to complete the program in two years. Depending on the number of credits a part-time student takes, s/he should be able to complete the degree in about three years.

Admission Requirements

Students seeking admission to the program will be required to possess an associate degree in an IT-related field or an associate degree in health records or management. Students also must have basic computer skills including basic personal computer file management, Internet navigation, and Microsoft Office program experience. Students with a healthcare background will acquire essential IT skills by completing three prerequisite IT courses: networking basics, introduction to programming, and business data management tools. Similarly, students coming into the program with an IT background will gain important knowledge about working in healthcare by completing courses in medical terminology; healthcare policies and delivery systems; and healthcare safety, quality, and legal environment, prior to enrolling in the core courses.

General Education Requirements

Students will be required to complete 60 quarter credits to meet the general education requirements for the proposed program. This includes 35 quarter credits expected to be satisfied through the associate degree. These credits encompass 10 credits of written communication skills, including English 101; five credits of quantitative skills; five credits of humanities; five credits of social science, including a communications course; and 10 credits of natural science, including one life science course and one lab course. The remaining 25 quarter credits will be satisfied at the upper-division level by applied courses in economics, organizational theory, ethics, and analytics.

Core Coursework

After completing the necessary prerequisites, students will complete 16 five-credit core courses for a total of 80 quarter credits. Most of the curriculum is composed of courses focused on the analysis or implementation of healthcare information technology systems. Students will complete courses in project management, economics of healthcare, organizational theory and behavior, healthcare finance, and a special topics course designed to cover advanced or emerging issues in healthcare IT. In addition, students will complete a field studies course. Students also will complete a capstone course, which will enable them to apply critical thinking, problem solving, communications, and analytical skills that they have developed throughout the program.

Faculty

Faculty in the proposed program will be required to hold a minimum of a master's degree and possess college-level teaching experience. Faculty teaching the core courses must have work experience in health informatics, healthcare information technology, or healthcare administration. Faculty will be expected to teach in their area of expertise and maintain current knowledge and skills in their area of assignment.

Assessment

Both student learning and program assessment will build upon the comprehensive student achievement and program assessment processes currently in place at Bellevue College. Course learning outcomes will be assessed through rubrics developed for each course that use formative and summative assessment tools to measure what students are learning and how well they meet the course outcomes.

Program assessment will encompass multiple measures. Staff will collect and analyze data annually on student satisfaction, preparedness, and retention; faculty assessment of student preparedness; and effectiveness of courses to meet the program outcomes. Employers will also engage in reviews of the curriculum and program elements through an advisory committee for the proposed program. This information will be used to continuously refine the curriculum to meet the program objectives and to keep the program current.

Accreditation

Since healthcare information technology is an emerging field, no appropriate accrediting programs currently exist.

Options Beyond the Baccalaureate Degree

Graduates of the proposed program will have several options for furthering their education. Bellevue College is working with faculty in the University of Washington master's programs in health informatics and health information management, biomedical and health informatics, and health services administration, who have expressed interest in collaborating to create direct pathways for graduates of the proposed program.

Additional options may be available. For example, nurses who complete the proposed program also may be admissible into nursing informatics. Individuals interested in the business aspect of healthcare may be ready for a Master of Science in Information Systems or a Master of Business Administration in Information Systems. For graduates interested in technology, advanced degrees in computer science, engineering, or information systems may be options.

Program Costs

The proposed program will enroll 30 FTE students the first year, increasing to 61 FTE students the fifth year. The program will require 1.0 FTE faculty the first year, 2.0 FTE faculty the second year, and 3.0 FTE faculty the third year and beyond. Most of the courses will be taught by existing faculty, although the college plans to hire one additional faculty member with credentials in health administration or healthcare information technology to teach one or more of the core courses. A full-time administrative assistant/student services coordinator and a half-time online curriculum specialist also will be hired to support the program.

At full enrollment in the fourth year, the total cost of instruction would be \$417,401, or \$6,843 per annual FTE student. This is comparable to the estimated cost of \$6,646 per FTE student for Eastern Washington University's Bachelor of Science in Health Informatics Technology and Management, approved by HECB in November 2010.

The proposed program will be self-supporting through tuition and fees. Tuition will be the same amount as the existing applied bachelor's degree programs at Bellevue and other state-supported bachelor of applied science programs, which are required to charge the same tuition as the state's regional colleges. In 2012, this is assumed to be about \$232 per credit.

External Review

Two external reviewers evaluated the proposal: Dr. Elliot Sloane, Professor of Health Systems Engineering at Drexel University School of Biomedical Engineering and Health Systems and Executive Director and Founder of the Center for Healthcare Information Research and Policy; and Margaret Shulte, DBA, FACHE, CPHIMS, who is an educator, author, and consultant in health policy and administration. Both reviewers supported the proposed program and made several suggestions, all of which were addressed by the college. Dr. Sloane stated: "We are desperately short of properly educated undergraduate students for the health technology field, and your program should help us begin to remedy that problem." Ms. Shulte noted that the proposal was "comprehensive and reflects thoughtful and thorough work in the development of this new program."

Staff Analysis

The proposed program will expand access to higher education in the Puget Sound Region in a way that supports the *Strategic Master Plan for Higher Education* and Bellevue College's mission.

The proposed program will respond to employer, student, and community demand at a reasonable cost by building on existing information technology and select allied healthcare programs at the college, and without duplicating other programs in the state. It will provide a viable pathway for individuals seeking to enter or advance in the field of healthcare information technology in the region and throughout the state.

Both external reviewers supported the proposed program. In addition to covering core areas, the curriculum will also incorporate current trends in an emerging field. Student and program assessment would both employ multiple measures.

Staff Recommendation

After careful review of the proposal and supporting materials, staff recommends approval of the Bachelor of Applied Science in Healthcare Technology and Management at Bellevue College. The HECB's Education Committee discussed the proposal during its November 1, 2011 meeting and recommended approval by the full Board.

RESOLUTION NO. 11-26

WHEREAS, Bellevue College proposes to offer a Bachelor of Applied Science in Healthcare Technology and Management; and

WHEREAS, The program would support the *Strategic Master Plan for Higher Education*, as well as the university's mission; and

WHEREAS, The program would respond to student, employer, and community demand without duplicating existing programs; and

WHEREAS, The program has support from external reviewers; and

WHEREAS, The program would be offered at a reasonable cost; and

WHEREAS, The program would be offered online as well as on-site at the Bellevue College campus;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Healthcare Technology and Management degree at Bellevue College, effective November 17, 2011.

Adopted:

November 17, 2011

Attest:

Ethelda Burke, Chair

Earl Hale, Vice Chair

October 24, 2011

DRAFT: Focused List of “Next Steps” to Achieve the Master Plan Goals

Washington’s *2008 Strategic Master Plan for Higher Education* established three broad goals:

- Goal 1: Increase educational attainment to create prosperity, opportunity.
- Goal 2: Promote economic growth and innovation.
- Goal 3: Monitor and fund higher education for results.

State law requires the Higher Education Coordinating Board (HECB), with participation from higher education’s stakeholders, to update the *Strategic Master Plan* this year, four years after its creation. The master plan was developed by all of higher education’s stakeholders in 2008—from business and industry, government, and all of the education sectors. The ten-year plan was the first such long-range plan attempted in Washington and presented a vision of what the state’s higher education system would become. The plan was designed to help Washington’s rapidly growing population achieve much higher levels of education.

Unfortunately, shortly after the master plan was developed, a huge economic shift slowed the state’s ability to achieve progress on the most paramount parts of the plan. This “Next Steps” document represents the recommendations of the Advisory Committee to update the state’s *Strategic Master Plan* and plots a way to move forward as we work our way through the Great Recession. The goals the state set for higher education just four short years ago may be difficult to attain. We must consider the fact that public appropriations for higher education—at least in the near term—are not going to be increased. In today’s economic climate, it is not possible to do everything.

At their October 24, 2011, meeting, the Advisory Committee also strongly recommended that the state not retreat from the ambitious degree goals set in the *2008 Strategic Master Plan*. The Committee also clearly stated that Washington needs to continue to monitor the gap between where we are in achieving the goals—and where we should be.

During four meetings between July and October, 2011, the Advisory Committee to update the master plan developed the following list of highest priorities for Washington to stay the course in its big goal to increase educational attainment.

“Next Steps” to Achieve the Master Plan Goals

1. Increase capacity for higher education to serve more students.
 - Expand institutional enrollment capacity at existing sectors, institutions, branches, centers, and through online options.
 - Grow capacity in high employer demand programs of study, recognizing the higher cost of these programs.
2. Maintain commitment to access for low income students.
 - Renew commitment to, and value of, the State Need Grant program.
3. Build on efforts to increase transitions and completion.
 - Fulfill the state’s promise to College Bound Scholars, providing the financial and mentoring services for these students to succeed.
 - Provide capacity for transfer students, so that those who are part way to degrees can complete.
4. Focus a simplified accountability funding initiative on completions, aligning incentives with state goals for educational attainment while also recognizing institutional and sector missions.
 - Align incentives with degree production to increase both the number of graduates and the quality of education.
 - Reward improvements rather than goals or targets.
 - Align higher education with state needs by providing accountability with other partners, including the Legislature.
5. Define and develop K-12 through postsecondary program pathways, especially in high employer demand majors and careers.
 - Provide incentives in STEM and high employer demand degrees and areas of critical state needs. Leverage the state’s investment through Opportunity Scholarship Fund and Opportunity Expansion programs to meet labor market demand.
 - Encourage business and industry leaders to assist the colleges in innovation.
6. Promote acceleration strategies for both high school students and adult learners through Launch Year, Prior Learning Assessment, CTC Alternate Math Pathway, I-BEST, and pre-college reform.

7. Maintain commitment to the *Strategic Master Plan*’s original 2008 degree goals.
 - Clearly track progress on the degree goals, showing the gap between the master plan goals, progress to-date, and the future trajectory.
 - Continue to track Washington’s progress compared to the Global Challenge States.



November 2011

Master Plan Update Advisory Committee

Violet Boyer, Independent Colleges of Washington
Ethelda Burke, HECB & K-12
Heather Cope, League of Education Voters
Kim Cushing, Counsel, Senate Higher Education and Workforce Development Committee
Randy Dorn, Office of the Superintendent of Public Instruction
Charlie Earl, State Board for Community & Technical Colleges
Cody Eccles, Staff Counsel, Republican Caucus
Chris Endresen, Prosperity Partnership
David Fisher, Washington Roundtable
Rex Fuller, Eastern Washington University
Jean Floten, Western Governors University
John Gardner, Bainbridge Graduate Institute
Leslie Goldstein, Governor's Office
Jesus Hernandez, HECB & Latino population
Derek Kilmer, Senate Ways & Means
David Mitchell, Olympic College
Steve Olswang, City University
Eleni Papadakis, Workforce Training and Education Coordinating Board
Mike Reilly, Council of Presidents
Becca Kenna-Schenk, Democratic Caucus
Larry Seaquist, House Higher Education Committee
Sam Shaddox, HECB & students
Kathe Taylor, State Board of Education
Madeleine Thompson, House Higher Education Committee
Doug Wadden, University of Washington
Jill Wakefield, Seattle Community College District
Gena Wikstrom, Northwest Career Colleges

Master Plan Update “Kitchen Cabinet”

Jan Ignash, Vi Boyer, Eleni Papadakis, Mike Reilly, Kathe Taylor, Jan Yoshiwara

November 2011

Passport to College Promise Scholarship *Washington's commitment to students from foster care*

Executive Summary

The findings in this report are based on the first three years of the six-year pilot of the Passport to College Promise Scholarship program, which is administered by the Higher Education Coordinating Board. In 2007, the state of Washington created Passport in an effort to increase the number of foster youth participating and succeeding in postsecondary education.

The program is a response to findings that foster youth are less likely to secure the benefits of higher education than either the population as a whole or other disadvantaged groups.

Studies show high school graduates from foster care backgrounds are far less likely than high school graduates in the general population to attend college. Those who do attend have a record of lower degree or certificate completion than their non-foster peers.

The primary purposes of Passport are to:

- Provide former foster youth with financial assistance beyond other state, federal, private and institutional financial aid for which they are eligible.
- Provide incentive funding to postsecondary institutions that designate campus support staff, and take other steps to recruit and retain former foster youth.
- Establish additional student intervention and retention services to foster youth through the College Success Foundation.

Report Findings

During the program's first two years, the maximum Passport award (based on tuition at the state's highest-priced public university) was \$6,793.

During the third and current academic years, maximum awards were reduced to \$3,000 to allow existing funds to serve an increasing number of students and provide support services.

In 2010-11, students received 92 percent of the maximum award, versus 81 percent the previous year. This indicates Passport is filling the gap not met by other student financial resources.

Assessing educational outcomes for foster youth after high school is difficult, but Passport data do provide a means to assess the educational outcomes of Passport-eligible foster youth, who number between 500 and 600 each year.

Efforts to retain Passport students have increased the number of former foster youth enrolling in higher education and working toward college degrees and certificates.

- Several methods utilized by the Higher Education Coordinating Board, the Department of Social and Health Services, and local campuses are now in place to successfully identify eligible students without requiring them to complete lengthy applications disclosing personal information.
- Just over one-third of eligible students enroll in Passport, and the numbers have been increasing each year. About two-thirds of Passport students who enrolled during the program's first two years re-enrolled in Passport for a second year. Approximately three-quarters of Passport recipients attend community and technical colleges.
- Among those who failed to attain a college degree, the majority reported they did not meet satisfactory academic progress requirements. The data suggest that continued work with campuses and the College Success Foundation is needed to improve enrollment and retention of Passport-eligible students.

So far, the Legislature has appropriated sufficient funds to serve existing Passport students and to provide incentive funding to institutions and additional student support services through the College Success Foundation.

This report recommends that the Legislature make Passport a permanent program in statute and identify a sustainable funding source to support improved enrollment and retention for Washington's most vulnerable students.

RESOLUTION NO. 11-25

WHEREAS, The Legislature, through RCW 28B.117, authorized the Passport to College Promise program to help encourage foster care youth to prepare for, attend, and successfully complete higher education; and

WHEREAS, The Legislature requested a status report on the extent to which foster youth are participating and persisting in postsecondary education; and

WHEREAS, Higher Education Coordinating Board staff have developed a report that includes:

- Information on Passport student identification, college enrollment, persistence and completion;
- A review of affordability, Passport award amounts, and other aid sources for students from foster care;
- An overview of student support activities including institutional support services and contracted services with the College Success Foundation; and
- Program funding needs; and

WHEREAS, Report findings regarding Passport include successful student identification methods, strong recruitment and persistence rates, well-rounded financial aid packages, and solid support services through campuses and the College Success Foundation; and

WHEREAS, In collaboration with the Passport advisory committee, staff have identified areas for improvement and offered programmatic and funding recommendations in the report; and

WHEREAS, Higher Education Coordinating Board staff recommend that Passport become a permanent financial aid program supporting youth from foster care, and that a sustainable funding source be identified.

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the staff report on the Passport to College Promise Scholarship program, and authorizes staff to convey the report to the Legislature.

Adopted:
November 17, 2011

Attest:

Ethelda Burke, Chair

Earl Hale, Vice Chair

Degree Authorization Rules Change

Higher Education Coordinating Board
November 17, 2011

Degree-granting Institutions Act

RCW 28B.85 (The Degree-granting institutions act) requires institutions operating in Washington to obtain authorization.

- **The Higher Education Coordinating Board has the following responsibilities as outlined in WAC 250-61:**
 - Review initial applications for degree-granting institutions operating in Washington.
 - Review biennial renewal applications for degree-granting institutions operating in Washington.
 - Review changes to policies, programs, procedures and administrative staffing as they occur.
 - Review new program and new site information.
 - Investigate student complaints against authorized institutions.
 - Maintain transcripts and respond to transcript requests for closed schools who have deposited information with the HECB.

Degree Authorization Fees

- Fees for authorized institutions must be set at a level necessary to recover staffing costs incurred in administering the Degree Authorization Act.
- Assistant Attorney General has indicated costs associated with exempt schools cannot be assigned to authorized schools.
- Law does not allow for the collection of fees from exempt schools.
- About 25-30 percent of HECB staff time involves reviews for exemption (primarily the religious exempt schools).

Purpose of revised rules

- **Increase fees and implement new fees as authorized by the 2011 Legislature to comply with the requirements of 28B.85.060.**
- **Create definitions relating to the establishment of new fees.**
- **Create an exemption category for non-public, degree-granting institutions recognized as a Washington institution by the Washington State Legislature.**
- **Add clarifying language to existing rules.**

Revised Fee Structure

Fee	Current Amount	Proposed Revision
Initial Application for Authorization	\$2,000	\$5,000
Biennial Renewal Application	\$1,000	\$2,500
Initial Application for Field Placement	\$2,000	\$2,000
Biennial Renewal for Field Placement	\$1,000	\$1,000
Additional New Programs for Authorized Institution	New	\$1,000
Additional Sites for an Authorized Institution*	New	\$ 500
Reapplication fee for Denied institutions	\$1,000	\$4,000

*Sites with Administrative Capability

Next Steps

- **File draft rules (CR 102).**
- **Conduct Public Hearings.**
- **Summarize hearing proceedings and draft final rules for board adoption in January 2012.**
- **Implement new fees effective February 2012.**

November 2011

DRAFT: Proposed Revision to Degree-Granting Institutions Act Rules

Background

The degree-granting institutions act, RCW 28B.85, requires institutions operating in Washington to obtain authorization from the Higher Education Coordinating Board, unless specifically exempted from authorization requirements. The Board has adopted rules to implement the act (WAC 250-61).

Review Process and Objectives

The agency is required to review its regulations periodically. The proposed changes will:

1. Increase fees and implement new fees as authorized by the 2011 Legislature to comply with the requirements of 28B.85.060, which requires fees for authorized institutions be set at a level necessary to recover staffing costs incurred in administering the chapter;
2. Create definitions relating to the establishment of new fees;
3. Create an exemption category for non-public degree-granting institutions recognized as a Washington institution by the Washington State Legislature; and
4. Add clarifying language to existing rules.

Outline of Proposed Changes

The proposed rules would increase fees for initial degree authorization, degree authorization renewal, and degree authorization reapplication. The rules also establish fees for new program applications and new site applications. The proposed rule also creates definitions for a “new program application” and a “new site application.”

The 2011 Legislature, in SHB 1822, allowed the Board to eliminate unnecessary barriers to the delivery of online competency-based education by Western Governor University-Washington. WGU-Washington has been granted a temporary waiver from the degree-granting institutions act. The proposal includes language to allow a specific exemption category for schools operating in Washington that have received legislative recognition as a Washington school, provided the school maintains all conditions established by the Legislature as part of the recognition.

The proposed rules add clarifying language to assist stakeholders in understanding Washington requirements for degree-granting institutions.

Next Steps

Upon approval by the Board, staff will begin the formal rules-making process, and schedule a public hearing.

Resolution No. 11-27

WHEREAS, The Washington State Legislature has determined that a degree-granting institution shall not operate and shall not grant or offer to grant any degree unless the institution has obtained current authorization from the Higher Education Coordinating Board; and

WHEREAS, The Legislature requires the Higher Education Coordinating Board to develop and adopt minimum standards for degree-granting institutions operating in Washington to protect citizens against substandard, fraudulent, or deceptive practices under RCW 28B.85; and

WHEREAS, The 2011 Legislature authorized the Higher Education Coordinating Board to increase or establish fees relating to authorization of schools operating in the state to meet the requirements of 28B.85.060 – to set fees at a level to recover staffing costs in administering the chapter; and

WHEREAS, A specific exemption from degree authorization requirements must be created for non-public-degree granting institutions recognized as Washington institutions by the Washington State Legislature;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board authorizes staff to begin the formal rules-making and public hearing process for modification of the degree-granting institution rules.

Adopted:

November 17, 2011

Attest:

Ethelda Burke, Chair

Earl Hale, Chair

Degree-Granting Institutions Act Regulations – WAC 250-61

Effective date: October 31, 2009

WAC 250-61-010 Purpose. The Degree-Granting Institutions Act, chapter 28B.85 RCW requires that degree-granting institutions operating in Washington obtain authorization from the higher education coordinating board, unless specifically exempted from the authorization requirement by the act. This chapter is declared by the board as a supplement to the act in order to establish necessary regulations for the authorization of degree-granting institutions.

The purpose of the act is to ensure fair business practices and adequate quality among degree-granting institutions operating in the state of Washington and to protect citizens against substandard, fraudulent, and deceptive practices.

[Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-010, filed 12/8/94, effective 1/8/95; 93-01-103, § 250-61-010, filed 12/17/92, effective 1/17/93; 86-24-003 (Order 7/86, Resolution No. 87-34), § 250-61-010, filed 11/20/86.]

WAC 250-61-020 Applicability. A degree-granting institution shall not operate, conduct business, grant or offer to grant any academic courses or degree programs unless the institution has obtained authorization from the board, been granted a waiver of the requirements of authorization, or been determined by the board to be exempt.

The act applies to:

- (1) Institutions granting or offering to grant degree programs and/or academic credit courses either at or from a location within the state; and
- (2) Institutions maintaining or advertising a Washington location, mailing address, or telecommunications number for any purpose or any function of a degree-granting institution other than contact with the institution's former students; and
- (3) Institutions specifically targeting Washington citizens with promotion of their degree programs and/or academic credit courses.

The act does not apply to degree programs and academic credit courses offered exclusively from outside the state through individual and private interstate communication.

[Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-020, filed 12/8/94, effective 1/8/95; 86-24-003 (Order 7/86, Resolution No. 87-34), § 250-61-020, filed 11/20/86.]

WAC 250-61-030 Delegation and board supervision. Unless otherwise indicated, the board delegates authority for administering the act and these rules to the executive director. Actions taken pursuant to these rules by the executive director or designee shall be subject to supervision by the board. Such actions shall be reported periodically to the board for its review.

[Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-030, filed 12/8/94, effective 1/8/95; 86-24-003 (Order 7/86, Resolution No. 87-34), § 250-61-030, filed 11/20/86.]

WAC 250-61-040 Duties of executive director. In addition to other administrative responsibilities vested in the executive director of the higher education coordinating board under the act and this chapter, the executive director shall carry out the following administrative responsibilities:

- (1) Process authorization applications, fee payments, bonds or security deposits, to include the denial and issuance of authorization, signed by the executive director or designee.
- (2) Cause the payment of any unsatisfied final judgment against an authorized institution, from the resources available through the institution's surety bond or other security deposit.
- (3) Upon written notice from an authorized institution, release the surety on the institution's bond or return the institution's security deposit, as prescribed in RCW 28B.85.070.
- (4) In the event of impaired liability of the security, notify the institution of suspension until the security liability in the required amount, unimpaired by unsatisfied judgment claims, shall have been furnished.
- (5) To the extent that there is a payment, release the security to the extent of the payment.
- (6) Establish and maintain all records called for under the provisions of the act and this chapter.
- (7) Maintain a current inventory of degree-granting institutions authorized or exempted under this chapter, including student complaints against such institutions.

[Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-040, filed 12/8/94, effective 1/8/95; 86-24-003 (Order 7/86, Resolution No. 87-34), § 250-61-040, filed 11/20/86.]

WAC 250-61-050 Definitions. The definitions set forth in this section are intended to supplement the definitions in chapter 28B.85 RCW and shall apply throughout this chapter.

- (1) "Act" means the Degree-Granting Institutions Act, chapter 28B.85 RCW.
- (2) "Board" means the Washington higher education coordinating board.
- (3) "Executive director" means the executive director of the board or the executive director's designee.
- (4) "Accrediting association" means a national or regional accrediting association that is recognized by the board and the Secretary of the U.S. Department of Education.
- (5) "Degree-granting institution" means an entity that offers educational credentials, instruction, or services prerequisite to or indicative of a degree.
- (6) "College" means an institution which offers two-year and/or four-year programs culminating with associate and/or baccalaureate degrees. In some instances, a college may also offer first professional degree programs and/or graduate programs culminating with master's degrees.
- (7) "University" means a multiunit institution with varied educational roles including instruction, promotion of scholarship, preservation and discovery of knowledge, research and public service. Such institutions provide a wide range of undergraduate and graduate studies, programs in professional fields, and may also provide programs leading to a doctorate.
- (8) "Private vocational school" means a nonpublic entity that offers postsecondary programs designed to prepare individuals with the skills and training required for employment in a specific trade, occupation, or profession related to the educational program.

- (9) "Seminary" means an institution which offers one or more professional programs to candidates for the ministry, rabbinate, or priesthood.
- (10) "Degree" means any designation, appellation, letters, or words including but not limited to "associate," "bachelor," "master," "doctor," or "fellow" which signify or imply satisfactory completion of the requirements of an academic program of study at the postsecondary level.
- (11) "Associate degree" means a lower division undergraduate degree that requires no fewer than 60 semester hours or 90 quarter hours.
- (12) "Bachelor's degree" or "baccalaureate degree" means an undergraduate degree that requires no fewer than 120 semester hours or 180 quarter hours.
- (13) "Master's degree" means a graduate degree that requires no fewer than 24 semester hours or 36 quarter hours beyond the baccalaureate degree.
- (14) "Doctor's degree" or "doctorate" means a postgraduate degree that requires no fewer than 60 semester hours or 90 quarter hours beyond the baccalaureate degree.
- (15) "False academic credential" means a document that signifies or implies satisfactory completion of the requirements of an academic program of study beyond the secondary level issued by a person or entity that:
 - (a) Is not accredited by a board-recognized accrediting association or does not have the international equivalent to such accreditation; or
 - (b) Is not authorized by the board; or
 - (c) Has not been exempted or granted a waiver from the requirements of authorization by the board.

Additionally, it can mean a credential falsely claimed to have been earned from an institution accredited by a board-recognized accrediting association; authorized by the board; or that has been exempted or granted a waiver by the board.

- (16) "Program of study" means any course or grouping of courses prerequisite to or indicative of a degree.
- (17) "Resident-based instruction" means a course or series of courses or degree programs which are taught by faculty at a specific location where students physically attend the course or program.
- (18) "Distance learning" means a form of educational instruction other than classroom instruction, to include, but not limited to, correspondence, video-conferencing, television, internet transmission, or other electronic communication.
- (19) "Credit" means the unit by which an institution measures its course work. The number of credits assigned to a course is generally defined by the number of hours per week in class and preparation and the number of weeks in a term. One credit is usually assigned for three hours of student work per week or its equivalent. The three hours of student work per week is usually comprised of a combination of one hour of lecture and two of homework or three hours of laboratory. Semester and quarter credits are the most common systems of measuring course work. A semester credit is generally based on at least a fifteen week calendar or 45 hours of student work. A quarter credit is generally based on at least a ten week calendar or 30 hours of student work.

- (20) "Faculty" means personnel who are appointed by the institution for purposes of teaching, research, mentoring, advisory roles and/or other activities relating to the development and delivery of the instructional programs of the institution.
- (21) "To operate" means but is not limited to the following:
- (a) Offering courses for academic credit at any Washington location or via distance learning from a Washington location.
 - (b) Granting or offering to grant degrees in Washington for credit obtained within or outside the state.
 - (c) Maintaining or advertising a Washington location, mailing address, telecommunications number or internet server for any purpose or any other function of a degree-granting institution, other than contact with the institution's former students for any legitimate purpose related to their having attended.
 - (d) Advertising, promoting, publicizing, soliciting or recruiting for the institution or its offerings that is targeted specifically at Washington citizens, excluding multi-institutional college fairs.
- (22) "Suspend" means that, due to deficiencies, the board interrupts for a stated time the institution's authority to recruit and enroll new students, but it may continue serving currently enrolled students for the remainder of the term. Authorization or exemption may be reinstated, provided the deficiencies have been resolved to the satisfaction of the board.
- (23) "Withdraw" means that, due to significant deficiencies or failure to meet the criteria of authorization or exemption, the board has withdrawn the authorization or exemption granted to an institution. Upon withdrawal, the institution must cease all degree-granting operations immediately.
- (24) "Accredited institution" means an institution that has been accredited by an accrediting association recognized by the board and the Secretary of the U.S. Department of Education.
- (25) "Additional program" means a degree program that:
- (a) differs in title and curriculum from any current authorized program; or
 - (b) is comprised of a curriculum that is twenty-five percent or more different in content than any currently authorized program.
- (26) "Additional site" means a site at which the institution will provide both administrative services as well as educational instruction.

[Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-050, filed 12/8/94, effective 1/8/95; 86-24-003 (Order 7/86, Resolution No. 87-34), § 250-61-050, filed 11/20/86.]

WAC 250-61-060 Exemption criteria. No exemption from the requirements for degree authorization is considered to be permanent. The exemption granted is dependent upon the institution's maintenance of the conditions under which the exemption was granted.

The provisions of this chapter do not apply to:

- (1) Honorary credentials clearly designated as such on the front side of the diploma or certificate and awarded by institutions offering other educational credentials in compliance with state law.

- (2) Any public college, public university, public community college, or public technical college or institute operating as part of the public higher education system of this state.
- (3) Institutions that have received institutional accreditation from an association recognized by the board and the Secretary of the U.S. Department of Education, Provided:
 - (a) The institution has been continuously offering degree program(s) in Washington for fifteen years or more; and
 - (b) The institution was established originally within the state of Washington and has operated as the same organization continuously from that date until the present. An institution is considered to have operated as the same organization continuously if it has no significant alteration of primary location, ownership, or incorporation and no closure involving cessation of substantially all organized instructional and administrative activity; and
 - (c) The institution has been accredited as a degree-granting institution for ten years or more by an accrediting association recognized by the board and the Secretary of the U.S. Department of Education, and maintains such accreditation status; and
 - (d) The institution maintains eligibility to participate in Title IV financial aid programs.
- (4) A branch campus, extension center, or off-campus facility operating within the state of Washington, which is affiliated with an institution domiciled outside this state, Provided:
 - (a) It has continuously offered degree programs in Washington for fifteen years or more; and
 - (b) It has held separate institutional accreditation as a free-standing institution for ten years or more by an accrediting association recognized by the board and the Secretary of the U.S. Department of Education, and maintains such accreditation status; and
 - (c) It maintains eligibility to participate in Title IV financial aid programs.
- (5) Institutions offering instruction on a federal enclave solely to federal employees and their dependents. If the institution offers or advertises instruction for other persons, the institution shall be subject to authorization.
- (6) Institutions recognized by the Washington state legislature as an accredited Washington degree-granting institution, provided the institution maintains all conditions specified in the legislation as part of the recognition.
- (7) Tribally controlled Native American colleges.
- (8) Institutions which offer program(s) of study whose sole stated objective is training in the religious beliefs of the controlling religious organization and/or preparation of students for occupations that are primarily church-related, Provided:
 - (a) The institution's mission reflects its religious nature; and
 - (b) The institution's degree program(s) in title and abbreviation, curriculum content, and objectives reflect the strictly religious nature of the institution; and
 - (c) The institution's program(s) require a prescribed program of study, which must be successfully completed prior to the granting of a degree; and
 - (d) The institution's program(s) of study are represented in an accurate manner in institutional catalogs, web sites, and other official published materials; and
 - (e) The institution does not claim or publicize accreditation from an accrediting association that is not recognized by the board and the Secretary of the U.S. Department of Education.

- (9) In the case of institutions which offer both religious and secular programs, the secular programs shall be subject to the requirements of chapter 28B.85 RCW.
- (10) Institutions not otherwise exempt which offer only workshops and seminars and institutions offering only credit-bearing workshops or seminars lasting no longer than three calendar days.

[Statutory Authority: Chapter 28B.85 RCW. 99-06-022, § 250-61-060, filed 2/22/99, effective 3/25/99. Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-060, filed 12/8/94, effective 1/8/95; 86-24-003 (Order 7/86, Resolution No. 87-34), § 250-61-060, filed 11/20/86.]

WAC 250-61-063 Exemption requirements. In order to apply for and maintain an exemption from the requirements for degree authorization, an institution must comply with the following:

- (1) The chief academic officer of the institution shall contact board staff and arrange for a preliminary conference to discuss the exemption criteria and procedures pertaining to the request for exemption.
- (2) Any institution granted exemption from the requirements for degree authorization may be subject to periodic review by the board to ensure that all criteria for the exemption continue to be met. The institution is to provide all information requested by the board to assist in making this determination.
- (3) The institution shall inform the board immediately of any proposed changes within the institution and/or its offerings that may affect the exemption granted.
- (4) The executive director may suspend or withdraw the exemption granted to an institution that fails to maintain the conditions under which the exemption was granted; engages in false advertising; or allows misleading representations to be made on its behalf. Suspension shall allow the institution a prescribed period of time to address the issues that may have brought the suspension. Withdrawal shall require the institution to cease all degree-granting activities immediately.
- (5) In the case of religious exemption, a religious institution shall be required to place the following statement in a prominent position within any catalog, general bulletins, web sites, and course schedules: "The Washington Higher Education Coordinating Board has determined that (name of institution) qualifies for religious exempt status from the Degree-Granting Institutions Act for the following programs: (List). The HECB makes no evaluation of the administration, faculty, business practices, financial condition or quality of the offerings by this institution. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430."

WAC 250-61-065 Waiver of requirements. The executive director or the director's designee may waive or modify the authorization requirements contained in this chapter for a particular institution if the executive director or the director's designee finds that such waiver or modification will not frustrate the purposes of this chapter and that literal application of this chapter creates a manifestly unreasonable hardship on the institution. No waiver granted under this chapter is permanent. The board will periodically review institutions granted waivers and continue the waiver only if the conditions under which the waiver was initially granted remain in effect.

WAC 250-61-070 Applicability to private vocational schools. Degree-granting private vocational schools' programs shall be regulated pursuant to the terms of an interagency agreement between the higher education coordinating board and the work force training and education coordinating board. As stipulated in the interagency agreement, degree programs shall be regulated by the higher education coordinating board and nondegree programs shall be regulated by the work force training and education coordinating board. Copies of the agreement are available from either agency upon request.

[Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-070, filed 12/8/94, effective 1/8/95; 93-01-103, § 250-61-070, filed 12/17/92, effective 1/17/93; 86-24-003 (Order 7/86, Resolution No. 87-34), § 250-61-070, filed 11/20/86.]

WAC 250-61-080 Authorization standards. These standards form the basis for the review of an institution by the board staff and guide the decisions of the executive director and the board. To receive authorization, the institution shall meet all of the specific requirements of this chapter.

[Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-080, filed 12/8/94, effective 1/8/95; 86-24-003 (Order 7/86, Resolution No. 87-34), § 250-61-080, filed 11/20/86.]

WAC 250-61-085 Accreditation requirements. An institution operating in Washington shall:

- (1) Be accredited by an accrediting association **recognized by the board and the Secretary of the U.S. Department of Education**; or
- (2) Have applied for accreditation **to an accrediting association recognized by the board and the Secretary of the U.S. Department of Education** and such application is pending before the accrediting association; or
- (3) Have been granted a temporary waiver by the board of the requirement for accreditation based upon submission of a plan for accreditation as outlined in the initial authorization application; or
- (4) Have been granted an exemption by the board of the requirement for accreditation based upon the following condition: The school has filed, and kept current with appropriate amendments, at the higher education coordinating board an affidavit by each president of two separate accredited colleges or universities accredited by an accrediting association recognized by the board and the Secretary of the U.S. Department of Education stating that the majority of course credits offered by the unaccredited institution are generally acceptable or transferable to the accredited college or university which each president represents.

WAC 250-61-090 Administrative requirements.

- (1) Name. The official name of the institution shall be consistent with, and appropriate to, the program(s) of study offered.
- (2) Purpose. The institution shall clearly define its purpose or mission in an official statement which describes its role in higher education. The statement shall reflect the practices of the institution.
- (3) Administration and governance. The institution shall be governed by bylaws or policies defining a chain of authority and responsibility.

- (a) Administrators shall normally be graduates of accredited institutions and have academic credentials and prior higher education administrative experience for their area of responsibility.
 - (b) The main campus of the institution shall have, as a minimum, personnel to adequately staff the following roles: A chief executive officer, academic officer, registrar, business officer, student services officer, library director, and, if financial aid services are offered, financial aid officer. These officers shall be accessible to students, faculty, and other personnel located at the main campus and at educational sites or centers in Washington. In the event that the proposed Washington site is a branch campus of an out-of-state institution, the branch campus shall also have sufficient personnel to adequately serve the students at that location.
 - (i) The chief executive and academic officers shall have at least a master's degree from an accredited institution and experience in college-level management, teaching, and academic administration, unless the institution can demonstrate that these are not the normally accepted standards for an institution offering the same level of instruction.
 - (ii) The registrar shall have at least a baccalaureate degree from an accredited institution and college-level experience in admissions and student records, unless the institution can demonstrate that these are not the normally accepted standards for an institution offering the same level of instruction.
 - (iii) The business, student services, and financial aid officers and library director shall have at least a baccalaureate degree from an accredited institution and experience in their assigned areas, unless the institution can demonstrate that these are not the normally accepted standards for an institution offering the same level of instruction.
 - (c) The institution shall specify an individual who will serve as the principal contact person for each educational site or academic center in Washington.
 - (d) The institution shall have policies and provisions for the involvement of faculty in the academic affairs, curriculum development, and governance of the institution.
 - (e) The institution shall have policies and provisions for faculty selection, orientation, teaching load, supervision, evaluation, and professional development.
- (4) The following conditions shall disqualify an individual as an administrator of a degree-granting institution:
- (a) Conviction of a felony within the past ten years;
 - (b) Involuntary surrender of authorization or a license to operate a school in Washington;
 - (c) Having been served with a cease and desist order for activities in violation of the current *Washington Administrative Code*; or
 - (d) Denial of renewal of authorization or a license because of violation of the current *Washington Administrative Code*.

[Statutory Authority: Chapter 28B.85 RCW. 99-06-021, § 250-61-090, filed 2/22/99, effective 3/25/99. Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-090, filed 12/8/94, effective 1/8/95; 86-24-003 (Order 7/86, Resolution No. 87-34), § 250-61-090, filed 11/20/86.]

WAC 250-61-100 Academic requirements.

(1) Educational programs. Each program shall require the completion of a prescribed program of study leading to the attainment of competence in an interdisciplinary area or specific field of study. Programs shall generally meet the guidelines or standards of an accrediting association recognized by the board and the Secretary of the U.S. Department of Education that accredits similar programs of study.

(a) Associate degrees:

(i) An associate degree shall require at least ninety quarter credits or sixty semester credits.

(A) An associate degree intended for occupational preparation shall require, as a minimum, general education requirements that comprise a recognizable body of instruction in three program-related areas:

(I) Communications;

(II) Computation; and

(III) Human relations.

(B) The general education requirements of all other associate degrees shall be consistent with the current guidelines of the Washington inter-college relations commission.

(ii) The following associate degree designations shall be acceptable:

(A) The associate of arts (A.A.), and associate of science (A.S.) for programs which emphasize the liberal arts and sciences. These programs generally satisfy the general education requirements for a baccalaureate degree and are transfer oriented.

(B) The associate in applied technology (A.A.T.), associate in applied science (A.A.S.), associate of occupational science (A.O.S.) and other such applied or technology-related degree designations for programs which emphasize preparation for occupations at the technical level. These programs generally do not satisfy the general education requirements for a baccalaureate degree and are not transfer-oriented.

(b) Baccalaureate degrees: A baccalaureate degree shall require at least one hundred eighty quarter credits or one hundred twenty semester credits. The degree shall require a distinct major and, as a minimum, twenty-five percent of the program shall be in general education curricula.

(c) Master's degrees:

(i) A master's degree program shall require at least thirty-six quarter credits or twenty-four semester credits, specialization in an academic or professional area, and a demonstration of mastery.

(ii) The following master's degree designations shall be acceptable:

(A) The master of arts (M.A.) and master of science (M.S.) for programs which advance study and exploration in the discipline. The majority of credit for M.A. and M.S. degrees shall be at the graduate level in the major field.

- (B) The master of business administration (M.B.A.), master of fine arts (M.F.A.), master of education (M.Ed.), etc., for programs which emphasize professional preparation.
- (d) Doctoral degrees:
 - (i) Doctoral degree programs shall provide a broad range of advanced course offerings, faculty in ancillary and supporting fields, access to adequate laboratory and research facilities, and a wide range of current reference materials in the subject field. A doctoral degree shall require at least three full academic years of specialized postbaccalaureate study. To obtain a doctoral degree a student shall be required to demonstrate, through comprehensive examination, the ability to perform research at the level of the professional scholar or perform the work of a professional that involves the highest levels of knowledge and expertise.
 - (ii) The following doctoral degree designations shall be acceptable:
 - (A) The doctor of philosophy (Ph.D.) degree for programs which are oriented toward original research and require a dissertation.
 - (B) A professional doctoral degree (J.D., Ed.D., etc.) for programs which emphasize technical knowledge and professional competence and require either a research thesis or a project involving the solution of a substantial problem of professional interest.
- (e) Distance learning program(s) of study must be comparable in content, faculty, and resources to those offered in residence, and include regular student-faculty interaction by computer, telephone, mail, or face-to-face meetings.
- (f) Noncollegiate learning.
 - (i) Undergraduate credit for noncollegiate learning may be awarded when validated through a portfolio or similar procedure. The institution shall maintain copies of examinations, portfolios, and evaluations used in this process. Noncollegiate learning credit shall constitute no more than twenty-five percent of an undergraduate degree program.
 - (ii) Credit awarded for noncollegiate learning at the graduate level must be consistent with the minimum standards as published by the school's accrediting association.
- (2) Faculty.
 - (a) Faculty shall be professionally prepared and graduates of accredited institutions and, as a group, the institutions from which they earned their degrees shall be diverse.
 - (b) Faculty shall be sufficient in number and kind and in the proportion of full-time and part-time positions to sustain rigorous courses, programs, and services.
 - (c) Faculty teaching academic courses at the undergraduate degree level shall have a master's degree in the assigned or related program area from an accredited institution. Faculty assigned to teach in vocational-technical subjects shall have educational credentials and experience compatible with their teaching assignment. Faculty assigned to teach general education courses within any undergraduate program shall have a master's degree in a related area from an accredited institution.
 - (d) Faculty teaching at the master's degree level in programs which emphasize advanced study and exploration in a discipline shall have an earned doctorate in a related field from

an accredited institution and experience in directing independent study and research. Faculty teaching in master's programs which emphasize professional preparation shall have, as a minimum, a master's degree from an accredited institution and documented achievement in a related field.

(e) Faculty teaching at the doctoral level shall have an earned doctorate in a related field from an accredited institution and experience in teaching and directing independent study and research.

(3) Admissions. Admission requirements shall be based on the institution's objectives and consistently applied to each program of study. Through preenrollment assessments, testing and advising, the institution shall determine the readiness and ability of each student to succeed in his/her degree program. Institutions shall use only those tests reviewed and approved by the U.S. Department of Education.

High school graduation or the equivalent shall be required for undergraduate admission. A baccalaureate degree or the equivalent shall be required for admission into graduate programs. Special undergraduate admission may be granted, based on the applicant's general educational development.

(4) Enrollment contract. If an enrollment contract is utilized, the institution shall discuss all terms and provisions of the contract with the student prior to the student's execution of the contract. The contract shall contain an acknowledgement section directly above the student's signature blank for the student to acknowledge that the institution discussed all terms and provisions of the contract with the student and that the student understands all financial obligations and responsibilities.

(5) Evaluation. The institution shall provide evidence that it has procedures for continuing evaluation and improvement of educational programs, quality of instruction, and overall operations of the institution.

(a) Student, alumni, and employer evaluations of the effectiveness of the curricula shall be considered in these evaluations.

(b) The institution's chief academic officer or designee shall periodically evaluate all areas of the institution to determine their effectiveness in fulfilling institutional objectives and meeting the standards set forth in these regulations or implied in the statute. The results of those evaluations shall be submitted to board staff upon request.

[Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-100, filed 12/8/94, effective 1/8/95; 86-24-003 (Order 7/86, Resolution No. 87-34), § 250-61-100, filed 11/20/86.]

WAC 250-61-110 Student services and instructional resources requirements.

(1) Student services. The institution shall provide adequate services for students in addition to formal instruction. These services shall normally include admissions, advising and guidance, financial assistance, student records, and disability accommodation.

(a) Advising and guidance services shall be readily available to students to assist them in program planning, course selection, and other academic activities.

(b) Financial aid administration and distribution, if provided, shall be performed according to institutional, state, and federal policies.

(c) Student records shall be maintained in accordance with the guidelines established by the U.S. Department of Education.

- (d) Students with disabilities shall have access to, and reasonable accommodations in, all programs for which they are qualified consistent with the provisions of the Americans with Disabilities Act.
 - (e) Placement services and employment opportunities, if provided, shall be accurately described.
- (2) Facilities for site-based instruction.
- (a) The institution shall have adequate space, facilities and equipment, instructional materials, and staff to support quality education and services.
 - (b) The institution shall comply with all applicable ordinances, laws, codes, and regulations concerning the safety, health, and access of all persons on its premises.
- (3) Disability accommodations. The institution shall provide reasonable accommodations for students and employees with disabilities. The institution shall inform students and employees of local, state, and federal laws regarding discrimination against people with disabilities.
- (4) Library. The institution shall provide adequate and accessible library resources and facilities to support the educational needs of students and faculty. If the institution, educational site, or academic center does not maintain its own library on site, it must demonstrate that it can provide sufficient library resources to meet the needs of the program(s) through a written agreement with another institution or organization, or through other mechanisms.
- (5) Financial resources.
- (a) The institution shall have adequate financial resources necessary to sustain its purpose and commitment to students.
 - (b) In the case of an institution seeking initial authorization, it shall have sufficient financial resources to sustain itself for one full academic year without the assistance of revenue from tuition and fees.
- (6) Financial records.
- (a) The institution shall maintain financial records in conformity to generally accepted accounting principles.
 - (b) The institution shall be audited annually by an independent certified public accountant according to generally accepted auditing standards.
 - (c) Such records shall be made available to the board upon request.
- (7) Recruitment and publications. All publications relating to the institution, including advertisements, catalogs, and other communications shall be accurate and not misleading. Any catalog and/or web site that is made available to students describing the educational services offered shall include the statement of authorization as provided by the board upon the granting of authorization.
- Authorized institutions shall not advertise or publicize that they are approved, recommended, accredited, or otherwise endorsed by the board. Such institutions may only state that they are authorized by the board.
- (8) Transcripts and academic credentials. The institution shall provide accurate and appropriate transcripts of credit for enrolled students and diplomas for graduates.

- (a) For each student, the institution shall maintain and make available a transcript that specifies the name of the institution, the name of the student, all courses completed, and an explanation of the institution's evaluation system. Each course entry shall include a title, the number of credits awarded, and a grade or written evaluation. The transcript shall distinguish credits awarded by transfer, for prior learning experience, and credit by examination.
- (b) The institution shall not be required to make copies of transcripts available unless all tuition and fees and other expenses owed by the student to the institution have been paid.
- (c) In addition to transcripts, the institution shall maintain records to document the performance and progress of each student, including, but not limited to: Financial transactions, admissions records, and records of interruption for unsatisfactory progress or conduct. Transcripts shall be kept permanently after a student has discontinued enrollment. All other records and accounts shall be kept for a minimum of six years after a student has discontinued enrollment.

[Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-110, filed 12/8/94, effective 1/8/95; 86-24-003 (Order 7/86, Resolution No. 87-34), § 250-61-110, filed 11/20/86.]

WAC 250-61-120 Catalog requirements.

- (1) An institution granted authorization shall publish a catalog supplemented as necessary by other published materials, providing sufficient information for students to obtain an adequate understanding of the institution, its programs, policies and procedures. Institutional catalogs shall be published at least once every two years and be provided to students at the time of their enrollment. Electronic catalogs must be archived and students must have access to the archived information.
- (2) An institution granted authorization shall print a statement in a prominent position in the catalog and on its web site that reads: "(Name of institution) is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes (name of institution) to offer **specific** degree programs. **The HECB may be contacted for a list of currently authorized programs.** Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430."
- (3) The catalog shall include elements as required by the board in application materials such that a prospective student may become reasonably informed about the institution, its offerings, policies and procedures.

[Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-120, filed 12/8/94, effective 1/8/95; 93-01-103, § 250-61-120, filed 12/17/92, effective 1/17/93; 86-24-003 (Order 7/86, Resolution No. 87-34), § 250-61-120, filed 11/20/86.]

WAC 250-61-130 Cancellation and refund requirements.

- (1) Each institution shall publish its cancellation and refund policies in clear language that can be easily understood by prospective students. No student shall be enrolled without having received the explanatory materials. These policies shall apply to all terminations for any reason, by either party.
- (2) The refund policy shall comply with the federal guidelines established by the U.S. Department of Education and the standards established by the accrediting association which accredits the institution or from which the institution is seeking accreditation.

[Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-130, filed 12/8/94, effective 1/8/95; 86-24-003 (Order 7/86, Resolution No. 87-34), § 250-61-130, filed 11/20/86.]

WAC 250-61-140 Security requirements. The institution is required to have on file with the board an original surety bond or other security acceptable to the board in lieu of the bond.

- (1) For institutions seeking initial authorization, the surety bond or security amount for the initial period of authorization shall be twenty-five thousand dollars.
- (2) For institutions seeking renewal authorization, the surety bond or security amount shall be ten percent of the preceding fiscal year's total tuition and fee revenue received for educational services in Washington, but not less than twenty-five thousand dollars nor more than two hundred fifty thousand dollars. For private vocational schools that offer nondegree programs as well as degree programs, the amount required shall be based only on the degree program portion of its revenue from tuition and fees.
- (3) Release of surety bonds and other securities shall be made in compliance with chapter 28B.85 RCW.

[Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-140, filed 12/8/94, effective 1/8/95; 93-01-103, § 250-61-140, filed 12/17/92, effective 1/17/93; 86-24-003 (Order 7/86, Resolution No. 87-34), § 250-61-140, filed 11/20/86.]

WAC 250-61-160 Discontinuance or closure requirements.

- (1) In the event an institution chooses to discontinue a program and/or site currently available to Washington residents, but maintain other operations, it shall notify the board well in advance of any such proposed action and provide information to the board pertaining to accommodations to be made for any currently enrolled students to ensure they are provided the opportunity to complete their studies.
- (2) In the event an institution proposes to discontinue all its operations, the chief administrative officer of the institution shall:
 - (a) Notify the executive director immediately by certified mail; and
 - (b) Furnish enrolled students with a written notice explaining the reasons for closure and what procedures they are to follow to secure refunds and their official records, and what arrangements have been made for providing continuing instruction at other institutions; and
 - (c) The institution shall make all reasonable efforts to ensure that current students are provided with alternative opportunities to complete their studies; and

- (d) Provide for the permanent maintenance of official records in a manner acceptable to the executive director.

In the event it appears to the executive director that the official records of an institution discontinuing its operation are in danger of being destroyed, secreted, mislaid, or otherwise made unavailable to the students and the board, the executive director may seek a court order to take possession of the records and provide for their permanent maintenance.

[Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-160, filed 12/8/94, effective 1/8/95; 86-24-003 (Order 7/86, Resolution No. 87-34), § 250-61-160, filed 11/20/86.]

WAC 250-61-170 Application requirements.

(1) Initial application.

- (a) Institutions seeking initial **standard** authorization shall contact the board staff to arrange for a preliminary conference to discuss the authorization criteria, application procedures and the review process.
- (b) An institution shall submit a fully completed application packet using forms provided by board staff. The application packet will not be considered complete until all required elements have been received by the board.
- (c) **For standard authorization, an initial application fee in the amount of five thousand dollars is to be submitted along with the application packet. The check is to be made payable to the Washington state treasurer.**
- (d) **For field placement authorization, an initial application fee in the amount of two thousand dollars is to be submitted along with the application packet. The check is to be made payable to the Washington state treasurer.**

(2) Renewal application.

- (a) Authorized institutions must submit an application for renewal of authorization on a biennial basis when requested by board staff.
- (b) No later than the due date provided by the board, an institution seeking renewal must submit a fully completed renewal application packet using the forms provided by board staff. Failure to provide all requested materials by the due date may result in temporary suspension of the institution's authorization.
- (c) **For standard authorization, a renewal application fee in the amount of twenty-five hundred dollars is to be submitted along with the application packet. The check is to be made payable to the Washington state treasurer.**
- (d) **For field placement authorization, a renewal application fee in the amount of one thousand dollars is to be submitted along with the application packet. The check is to be made payable to the Washington state treasurer.**

(3) Additional program(s).

- (a) If an institution proposes to offer additional program(s) of study during the current authorization period, the institution shall submit a new program application well in advance of the proposed offering.
- (b) **An additional program application fee in the amount of one thousand dollars per program is to be submitted along with the application packet.**

- (c) The program(s) of study may not be offered, advertised or promoted prior to the granting of authorization.
- (4) Additional site(s).
 - (a) If an institution proposes to offer programs at a new site in Washington, the institution shall submit a new site application well in advance of the proposed start of operations at that site.
 - (b) An additional site application fee in the amount of five hundred dollars per site is to be submitted along with the application packet.
 - (c) The site may not be utilized, advertised or promoted prior to the granting of authorization.
- (5) Change of ownership or control. A significant change of ownership or control of an institution shall nullify any previous authorization. The chief administrator, representing the new owner(s), shall notify the board as soon as the change is known. If the chief administrator asserts in a written statement that all conditions set forth in the act and these rules are being met or will be met before offering instruction, the executive director may issue a temporary certificate of authorization for a maximum of one hundred eighty days. The new ownership shall complete an application for initial authorization and submit the application to the board no later than sixty days prior to the expiration of the temporary certificate of authorization.

[Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-170, filed 12/8/94, effective 1/8/95; 86-24-003 (Order 7/86, Resolution No. 87-34), § 250-61-170, filed 11/20/86.]

WAC 250-61-180 Application review procedures.

- (1) Staff analysis. Following receipt of a fully completed application, board staff shall review and analyze the material submitted.
- (2) Additional documentation and site visit. If board staff determines it is necessary to verify or supplement the information provided in the application, the staff may require additional written documentation and/or arrange for a site visit. The expense for any site visits shall be paid by the institution applying for authorization.
- (3) External consultants. At the discretion of the executive director, the expertise of other higher education experts may be used to assist in the evaluation of the documentation submitted. The cost for the services of the evaluation expert(s) shall be paid by the institution applying for authorization. The fee for such services is five hundred dollars per program per consultant, to be submitted by the institution upon request by the board during the review process. The check is to be made payable to the higher education coordinating board.
- (4) Comment period. Upon completion of a preliminary review, the board shall post a notification of the request for authorization on its web site for a set period of time. Any persons having knowledge as to why the institution or its program(s) may not meet the requirements for degree authorization may provide comment to the board on the proposal.
- (5) Staff recommendations. After the final review has been completed, board staff shall summarize its findings and develop a recommendation to the executive director regarding the application. This recommendation will take one of the following forms:

- (a) That the institution be granted authorization, subject to biennial reporting and maintenance of the conditions under which authorization has been granted.
 - (b) That the institution be granted conditional authorization, subject to additional conditions as established by the board, and maintenance of the conditions under which authorization has been granted.
 - (c) That the institution be denied authorization.
- (6) Notification. Following the executive director's decision to authorize or deny the institution's request, a letter signifying the action shall be sent from the executive director to the chief administrative officer of the institution.
- (a) The letter of authorization will serve as official authorization for the institution to operate in Washington for the specific programs and locations designated in the letter.
 - (b) An institution denied authorization shall be provided with an explanation as to how the institution and/or its programs failed to meet the criteria for authorization. Any institution denied **standard** authorization that wishes to reapply within one year of the denial date may submit a new fully completed initial application packet and pay a reapplication fee of **four** thousand dollars. **Any institution denied field placement authorization that wishes to reapply within one year of the denial date may submit a new fully completed initial application packet and pay a reapplication fee of one thousand dollars.** The check is to be made payable to the Washington state treasurer.

[Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-180, filed 12/8/94, effective 1/8/95; 86-24-003 (Order 7/86, Resolution No. 87-34), § 250-61-180, filed 11/20/86.]

WAC 250-61-190 Complaints. A student with a complaint against an authorized institution concerning loss of tuition and/or fees due to unfair or deceptive business practices by the institution shall make a reasonable effort to resolve the complaint directly with the institution. If a mutually satisfactory solution cannot be reached, the following procedure shall be pursued:

- (1) Upon receipt of a written complaint that an institution has failed or is failing to comply with the provisions of the act or this chapter, and documentation that the student has made a reasonable effort to resolve the complaint directly with the institution, the executive director shall notify the institution by mail of the nature of the complaint and shall conduct an investigation.
- (2) If preliminary findings indicate that a violation(s) may have occurred or are occurring, the executive director shall attempt, through mediation and conciliation, to effect compliance and bring about a settlement.
- (3) If no agreement is reached, the executive director shall file a formal complaint with the board and notify the institution of the conduct which warrants the complaint. Final resolution of the complaint shall be subject to hearing procedures provided for in this chapter and the institution may be subject to a summary suspension of its authorization, pending further proceedings for suspension, withdrawal or other actions deemed proper after the hearing.
- (4) Any complaints must be filed within one year after the student's last recorded date of attendance in order to be considered by the board. Only the student or the student's legal guardian may file a complaint on behalf of the student.

- (5) Complaints may also be filed with the board by an authorized staff member of the board or by the attorney general.

[Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-190, filed 12/8/94, effective 1/8/95; 86-24-003 (Order 7/86, Resolution No. 87-34), § 250-61-190, filed 11/20/86.]

WAC 250-61-200 Suspension or withdrawal of authorization.

- (1) The executive director may suspend or withdraw an institution's authorization if it finds that:
 - (a) Any statement contained in the application for authorization is untrue; or
 - (b) The institution has failed to maintain the standards for authorization as detailed in the act and this chapter; or
 - (c) Advertising or representations made on behalf of, and sanctioned by, the institution is deceptive or misleading; or
 - (d) The institution has violated any provision of this chapter.
- (2) The executive director may suspend the institution's authorization for a period of time if, in the executive director's judgment, the deficiencies can be corrected within the given time period. Upon suspension, the institution must immediately cease the recruitment and/or enrollment of new students. The institution may continue serving currently enrolled students for the remainder of the term. Authorization may be reinstated after any deficiencies have been resolved to the satisfaction of the board.
- (3) Authorization shall be withdrawn only after the institution has been informed in writing of its deficiencies and been given reasonable time to meet the required standards. Upon withdrawal, the institution must immediately cease all degree-granting operations. To seek reinstatement of authorization, the institution must apply for initial authorization.
- (4) The executive director's and board's actions are subject to due process hearing procedures of the Washington Administrative Procedure Act.

[Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-200, filed 12/8/94, effective 1/8/95.]

WAC 250-61-210 Hearing process.

- (1) A party subject to the following actions may request a hearing:
 - (a) A denial of exemption from the Degree-Granting Institutions Act;
 - (b) A denial of authorization under the Degree-Granting Institutions Act;
 - (c) A cease and desist order issued under chapter 28B.85 RCW; or
 - (d) Other final action as defined in chapter 34.05 RCW, by the executive director that adversely affects the institution or student and which is contrary to the intent and purpose of the Degree-Granting Institutions Act or this chapter.
- (2) A party must submit a request for a hearing to the executive director at the board office no later than thirty days following receipt of the notice of final agency action. In the written request, the party must identify the final action in dispute and state that a hearing is requested.

- (3) Any hearing called for under the act shall be conducted in accordance with the Washington Administrative Procedure Act, chapter 34.05 RCW, as follows:
 - (a) The presiding officer, who shall be the executive director or the hearing officer designated by the executive director, shall conduct the hearing under the provisions of chapter 34.05 RCW and shall enter an initial order under RCW 34.05.461 (2) through (9).
 - (b) The board shall review the initial order under RCW 34.05.464 and either enter a final order or remand the matter for further proceedings under RCW 34.05.464 (7).
 - (c) If the challenged agency action is upheld, the party that initiated the hearing process shall pay the costs of the administrative hearing within sixty days following final disposition of the matter.
 - (d) Any further review of final action must be taken in accordance with RCW 34.05.510 et seq.

[Statutory Authority: RCW 28B.80.370. 95-01-003, § 250-61-210, filed 12/8/94, effective 1/8/95.]

WAC 250-61-225 Issuance of false academic credentials.

- (1) It is unlawful for a person or entity to:
 - (a) Grant, award or offer to grant or award a false academic credential, in violation of this chapter; or
 - (b) Represent that a credit earned or granted by a person or entity, in violation of this chapter, can be applied toward a credential offered by another person; or
 - (c) Solicit another person to seek a credential or credit offered in violation of this chapter.
- (2) The granting, awarding or issuance of a false academic credential is a Class C felony and is subject to criminal and civil penalties as prescribed in RCW 9A.20.021.

For any questions concerning the Degree-Granting Institutions Regulation, please contact:

Degree Authorization
Higher Education Coordinating Board
P.O. Box 43430
Olympia, WA 98504-3430
Phone: 360-753-7869
Fax: 360-704-6203
E-mail: DAInfo@hecb.wa.gov

GUARANTEED EDUCATION TUITION PROGRAM



Higher Education Coordinating Board
November 17, 2011

Program Overview

The GET Program is Washington's 529 prepaid college tuition plan. It was established in 1998 to help families save for their children's future higher education.

- ✓ **State guarantee**
- ✓ **Choice of colleges nationwide**
- ✓ **Tax-free savings and withdrawals**
- ✓ **Flexibility and control**
- ✓ **Easy ways to save**



Program Statistics

Total number of GET Accounts:	135,000
Custom Monthly units purchased:	5.8 million
Lump Sum units purchased:	18.2 million
Contract-related payments received:	\$1.7 billion
Future monthly payments due:	\$378.4 million
Students who have used benefits:	22,000
Total fund balance (as of 6/30/11):	\$1.9 billion

Program Demographics

Your children
are growing **fast**.

College tuition
is growing **faster**.



- Average age of student at time of enrollment is 7.3 years
- Purchaser is usually the parent (80%) or grandparent (10%)
- College-educated, middle income families
- Average account holds 200 units

2011 Legislative Session:

- New tuition policy shifts tuition setting to universities
- Legislature directs study of GET Program with report due October 1, 2011 (completed)
- Establishes a GET Legislative Oversight Group – 8 members from House and Senate

ESSB 5749, Section 5:

The GET Committee, with assistance from the State Actuary, will assess the financial solvency of GET and determine if changes should be made, for purchases after September 1, 2011.

Decisions Made by GET Committee

- Open enrollment for 2011-12
 - **November 1 – May 31 (unit price expires June 30)**
- Set unit pricing to recover shortfall
 - **\$163 unit price includes 30-year amortization**
- Continue Custom Monthly Plans
 - **Affects 30% of enrollments and program participation**

Differential Tuition

- GET's responsibility
- University language