WASHINGTON HIGHER EDUCATION COORDINATING BOARD

BOARD MEETING AGENDA

TELECONFERENCE

Phone: 1-877-668-4490

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March 29, 2012, 10:00 – 11:00 A.M.

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Welcome and Introductions Ethelda Burke, Chair, Higher Education Coordinating Board	
Consent Agenda	
Action 1: Approval of February Meeting Minutes	**1**
Action 2: New Degree Programs for Approval	
▪ **UW Seattle Ph.D. in Global Health: Metrics and Implementation Science,** *Resolution 12-03* This program would serve students interested in measuring health outcomes and the impact of health interventions (Metrics); or finding the best ways to implement and scale up health interventions (Implementation Science).	**2**
▪ **WWU Bachelor of Arts in Education in General Science – Middle Level,** *Resolution 12-04* This program would serve students interested IN teaching middle school science.	**3**
Action 3: Adoption of Rules Change – Degree-granting Institutions Act, *Resolution 12-05* The proposed rules change would clarify language, incorporate increased and new fees, and exempt from DAA requirements non-public schools operating in the state that have received legislative recognition as a Washington school. There were no comments at a public hearing of the proposed changes and the rules have been reviewed by the Assistant Attorney General.	**4**
Brief Update on the 2012 Legislative Session Don Bennett, Executive Director	

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

March 2012

Draft Minutes of February 2012 Board Meeting

Board members present

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

Welcome and Introductions

HECB Chair Ethelda Burke opened the meeting at 9:00 a.m. by asking members of the audience and the Board to introduce themselves. ESD 113 Superintendent Bill Keim offered a few words of welcome. He described the purpose and functions of educational service districts in general and ESD 113 in particular.

ESD 113 is one of nine regional educational service agencies in Washington. Its purpose is to "assure excellent and equitable education for all students through service and collaboration." ESD 113 is governed by a seven-member board and supports 44 school districts in Grays Harbor, Lewis, Mason, Pacific and Thurston counties with a total of 70,000 students. In 2009-10, 70 percent of its funding came from fees, cooperatives, and contracts. Competitive federal grants accounted for 28 percent and only two percent was state core allocation. Keim remarked that in the 2009-10 school year, ESD 113 leveraged every dollar of state funding into $42 in services and support for their schools. "ESD 113 is a good investment," he said proudly.

Staff Recognition

Earl Hale, vice chair, read a Board's resolution thanking Jan Ignash, HECB deputy director for policy, planning and research, for her service. Ignash, who has taken a position as Vice Chancellor for Academic & Student Affairs with the Florida Board of Governors, joined the HECB in January 2009. After Burke presented Ignash a plaque honoring her contributions to higher education, board members shook her hand and offered congratulations.

Ignash thanked the Board in turn for their "mentorship, support, and your great concern for your staff and the students you serve." She encouraged the Board and staff to continue their work on the Master Plan, its goals and strategies. She said Washington's master plan is held up nationally as a stellar example of excellent work.

Action: **Jesus Hernandez** moved for approval of **Resolutions 12-01** expressing the Board's appreciation for the contributions and good work of Jan Ignash, HECB deputy director for policy, planning and research. **Bill Grinstein** seconded the motion, which was unanimously approved.

Consent Agenda Approved

Action: Roberta Greene moved for approval of the minutes of the Board's January 2012 meeting and a new degree program, Ph.D. in International Studies, UW Seattle (**Resolution 12-02**). **Addison Jacobs** seconded the motion, which was unanimously approved.

Report of the Executive Director/2012 Legislative Session Update

Don Bennett, executive director, presented an update on higher education bills and related issues being considered by the 2012 Legislature. This included House and Senate bills to create a successor agency to the HECB and financial aid-related initiatives. SHB 1650 would permit students enrolled less-than-half time to be eligible for the State Need Grant. SHB 2254 makes the Passport to College program permanent and allows foster youth to be automatically enrolled in the College Bound program through 12th grade. Bennett also briefed the Board on the 2011-13 general fund revenue forecast and the 2012 supplemental operating budget proposals.

Strategic Master Plan Metrics – Status Report

During summer and fall 2011, an Advisory Committee with representatives from business and industry, all educational sectors, the Legislature and public policy groups reviewed the 2008 *Strategic Master Plan for Higher Education* and suggested a set of seven "next steps" on which higher education should focus during the near-term. The Board approved the Advisory Committee's recommendations at its November 2011 meeting.

The seven steps constitute strategies to address the critical challenges of raising educational attainment by increasing degree production and system capacity, Ignash said, and to measure the extent to which the state is succeeding in these efforts. HECB Policy, Planning and Research staffs are developing simple metrics and a high-level dashboard to report higher education's progress on the next steps. Christy England-Siegerdt and Rick Heggie discussed the dashboard metrics and showed samples that will be available on the HECB (and successor agency) website. The work is in progress and staff recommended the successor agency carry it forward to maintain consistency in tracking and reporting progress on the next steps to the master plan.

Jefferson Accelerated Math & Science Program (JAMS)

JAMS is a rigorous, integrated middle school math and science program that engages students in problem-solving through technology and engineering design challenges. Nancy Faaren, Assistant Superintendent of Olympia School District, Michael Cimino, Principal of Jefferson Middle School, and Jana Dean, teacher of the JAMS program, described how the program works. Based at Jefferson Middle School, the program is open to all students on a space-available basis. Although no entrance tests are required, the program is designed for students looking for a challenging coursework with a focus on (STEM) science, technology, engineering and mathematics. Students' work not only must meet the standards of the "No Child Left Behind" initiative but reach beyond them in depth and breadth.

JAMS is comprised of a three-hour block each day for 6th grade students with a rigorous math and science curriculum. For 7th and 8th grade students, there are two periods each day for a variety of elective classes and flexibility for hands-on-learning or a greater depth of study in science and math. JAMS classes are guided by five basic principles: collaboration, problem-solving, leadership, inquiry, and integration.

Students who successfully complete 8th grade JAMS receive:

- 1 credit of high school science, and
- 1 credit of high school math

The Board asked about overcoming the language barrier for ESL students, parent involvement, documenting the experience and broadening its application to other schools and areas in the state.

Aerospace Panel Presentation

Representatives from industry and higher education discussed programs to expand aerospace training and certification in Washington to meet labor market needs. Available jobs require a wide range of skills and education, including general managerial and administrative experience, engineering, and specialized technical skills. Engineers and technical workers will be crucial to the growth and success of the state's aerospace companies. Participating in the discussion were:

- Stan Sorscher, Labor Representative, Society of Professional Engineering Employees in Aerospace (SPEEA)
- Dante Leon, Dean, Automotive/Technical Programs, Renton Technical College
- Raphael Madison, Sales & Marketing Manager, Washington Aerospace Training & Research Center (WATR)
- David Bahr, Professor and Director, School of Mechanical and Materials Engineering, Washington State University

The panelists provided information regarding their organizations and programs and answered key questions, including:

1. *What are the main factors driving the rising demand for more skilled and educated aerospace workers?*

   The aerospace industry in Washington State is growing at the same time that the workforce is aging. Nearly a quarter of all current workers are eligible to retire today, with another 25 percent projected to retire in five years.

   The equipment is aging as well, and combined with the increasing demand for new technology, there is a growing need for new and increased hands-on training and higher levels of education.

2. *What are the gaps in the supply and demand chain?*

   - Skilled labor --workers with a certain level of technical skills

- Basic Math and English proficiency
- High school drop-out rates are high

3. *What should the state do to improve support for the aerospace industry?*

- Increase funding for scholarship programs
- Fund new equipment
- Establish and maintain programs that encourage collaboration between the demand and supply sides of the industry.

The meeting **adjourned at 12:00 noon**

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

March 2012

Ph.D. in Global Health: Metrics and Implementation Science University of Washington Seattle

Introduction

The University of Washington (UW) proposes to offer a Ph.D. in Global Health degree with emphases in Metrics and Implementation Science. This 96-credit (quarter-credit) program would serve students interested in measuring health outcomes and the impact of health interventions (Metrics); or finding the best ways to implement and scale up evidence-based health interventions (Implementation Science).

The program would enroll three full-time students in 2012, increasing to 15 full-time students in 2016. By then, three students would graduate annually, prepared to work as researchers in academia, international organizations, government agencies, non-governmental organizations, and businesses.

The proposed program would be housed in the Department of Global Health, which is jointly administered by the Schools of Medicine and Public Health. The Department currently offers a Master of Public Health (M.P.H.) with five tracks, including one called Health Metrics and Evaluation.

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

With its emphasis on research and implementing evidence-based interventions to address global health issues, the proposed program would support the university's research and dissemination missions. Moreover, it would respond to a capacity issue raised in the *Strategic Master Plan for Higher Education*, which notes that universities "…struggle to sustain and expand their research capacity, and to provide opportunities for students to participate in research projects."[1]

Program Need

The proposed program would train researchers skilled in the use of health statistics to work as faculty or practitioners. In 2009, the Consortium of Universities in Global Health reported that enrollment in graduate and undergraduate global health programs and courses at 37 universities

[1] Higher Education Coordinating Board, 2008 Strategic Master Plan for Higher Education in Washington, Page 28.

in the US more than doubled since 2006.[2] Only 11 Ph.D. programs in the entire field of global health, of which four are in the United States, supply the faculty needed to cope with increasing demand. According to program planners, none of these has a focus on metrics and implementation science, and none are located in the Pacific Northwest. Although UW currently offers doctoral programs in Epidemiology, Biostatistics, and Health Services, the proposed program differs from them in terms of goals, focus, and interdisciplinary approach.

Graduates would be well versed in statistics. The state's Employment Security Department predicts higher than the average occupational growth for statisticians through 2019. At the national level, the Bureau of Labor Statistics' *Occupational Outlook Handbook* indicates average growth through 2018. Program planners corroborated employer demand by searching job postings on commonly used global health websites and found that about 12 percent of over 1,000 jobs posted in 2010 required doctoral-level training.

The proposed program would respond to community demand for health intervention accountability. The community also would benefit from graduates' ability to help close the "know-do gap" between research and its translation into effective health care interventions and programs.

UW is internationally known for leadership in the health care and global health fields. The proposed program would benefit health initiatives affiliated with UW, such as the Institute for Health Metrics and Evaluation; Health Alliance International; Center for AIDS Research; and Center for Integrated Health of Women, Children, and Adolescents. These and other centers would provide the program's students with research opportunities, and in turn, benefit from the research results.

Several indicators point to strong student demand for the proposed program. First, the numbers and the proportion of Epidemiology and Health Services Ph.D. applicants with a strong interest in global health are increasing. Between 2008 and 2010 the proportion of Epidemiology applicants who declared a strong interest in global health rose from just 2 percent to 11 percent (1 out of 43 in 2008 to 8 out of 70 in 2010). During the same period, the proportion of Health Services applicants with a strong interest in global health increased from 22 percent to 34 percent (from 16 out of 72 in 2008 to 31 out of 90 in 2010).

In addition, 120 applications were received for just five positions in the Department of Global Health Post Graduate Fellowship program this year. The number of applications for the Masters in Public Health program also increased rapidly between 2007 and 2010, from 139 to 236. Program planners expect to receive 10 to 15 applications for the doctoral program from this pool and from UW alumni.

Altogether, program planners expect to receive 50 to 100 applications for the proposed program's initial five slots.

[2] The Chronicle of Higher Education. *Enrollment in Global-Health Courses Doubled Over Past 3 Years, Survey Finds*. (9/14/2009). http://chronicle.com/article/Enrollment-in-Global-Health/48394.

Diversity

The Department intends to recruit diverse students by marketing through venues such as the Society for the Advancement of Chicanos and Native Americans in Science, National Name Exchange program, and the Annual Biomedical Research Conference for Minority Students. It also would work with the University's Graduate Opportunities and Minority Achievement Program. In addition, it plans to develop strategies to encourage minority students to meet program prerequisites, apply, and successfully complete the program. The Department would monitor the success of its diversity plan as part of its program assessment process.

Program Description

The proposed program aims to prepare global health researchers for careers in academic institutions, international organizations, national agencies, foundations, non-governmental organizations, and businesses. Students would complete a core curriculum plus an area of emphasis.

The Metrics emphasis would focus on measurement of major health problems around the world and assessment of how well health systems are delivering preventative and curative interventions. The Implementation Science emphasis would focus on integrating new research findings, technologies, and evidence-based approaches into health care and health policy to improve the implementation and scaling up of health interventions or programs.

Applicants would hold at least a bachelor's degree, but preference would be given for master's-level training or at least two years' experience working in the global health field. Applicants would be selected based on academic record, Graduate Record Examination score, work experience, a statement of personal goals, reference letters from people familiar with the applicant's work, and in-person interviews. Initially, the Department plans to admit three to four students per year.

Students would take 37 credits of core coursework, including quantitative methods, epidemiology, population health measurement, implementation science methods, impact evaluation, and a doctoral seminar. They also would take 16 credits of emphasis coursework in either Metrics or Implementation Science, 16 elective credits, and at least 27 dissertation credits. Students would develop key competencies in research methods, quantitative methods, evaluation methods, and implementation science. Instruction and mentoring would be provided primarily by tenured and tenure-track faculty.

In addition to coursework, students would complete preliminary and general examinations, as well as a dissertation. Metrics students would typically complete the proposed program in four years, but Implementation Science students would take five years to allow time for primary data collection.

Both student learning and program assessment would use multiple measures. Student learning would be assessed through homework, tests, class participation, projects, preliminary examination, general examination, and a dissertation. Program assessment would be based on student and peer course evaluations, faculty reflections, and student progress and accomplishment data.

The Department would maintain a database monitoring graduates' employment, publications, grants, leadership responsibilities, relevant accomplishments, and awards. Information would be collected through a retrospective survey at graduation, supplemented by five- and ten-year follow-up surveys, and use of social network sites to provide updates on graduates' success. Students who do not finish the program would meet with the program director and complete an exit survey that evaluates program components and assesses reasons for leaving the program.

Program Costs

The proposed program would enroll 3 FTE students the first year, increasing to 15 FTE students the fifth year. It would require 0.7 FTE instructional faculty, including 0.6 FTE tenured/tenure-track faculty and 0.1 FTE lecturers. It would also require 0.8 FTE administrative faculty and staff (including a 0.1 FTE faculty director and two 0.10 FTE faculty coordinators). It would not require any new hires, new infrastructure, or new state funds. Rather, it would be implemented and funded through internal reallocation of existing resources.

At full enrollment, the direct cost of instruction would be $214,745, or $14,316 per average annual FTE student. This lies within the social sciences cost range reported in the HECB's *2005-06 Education Cost Study* (July 2007).

External Review

Two external reviewers evaluated the proposal: Dr. Thomas Novotny, Professor and Associate Director for Border and Global Health, Graduate School of Public Health, San Diego State University; and Dr. Kenji Shibuya, Professor and Chair, Department of Global Health Policy, Graduate School of Medicine, University of Tokyo.

Both reviewers recommended approval of the proposed program, and both noted the quality of the program's faculty. Dr. Novotony was "very enthusiastic about the proposal" and called the faculty "stellar." Dr. Shibuya called the program "truly important, innovative, and ambitious," noting that it has the potential to become "one of the flagship programs at the UW." Each reviewer suggested some specific enhancements, which program planners considered and responded to.

For example, although Dr. Novotony felt the focus on metrics and implementation science was appropriate, he recommended paying additional attention to cultural, ethical, and political and experiential learning (field experience). Similarly, Dr. Shibuya noted a "lack of field experience, particularly in developing country settings."

Program planners responded by modifying learning objectives and competencies to include cultural, ethical, and political learning, and clarified that such competencies would be achieved through the doctoral seminar. Program planners also clarified that students would "be strongly encouraged to acquire substantial field experience in low-resource settings, which will contribute to their experiential learning."

Staff Analysis

The proposed program would advance the university's research and dissemination missions in a way that supports the *Strategic Master Plan for Higher Education* and UW's mission. Moreover, it would strengthen UW's standing in a growing field in which the university is already well respected.

The program would build on and complement existing programs, centers, and institutes at the university. For example, it would make good use of local resources at institutes such as the Institute for Health Metrics and Evaluation, while providing an in-state educational avenue for research fellows.

The proposed program would respond to employer, student, and community demand at a reasonable cost without duplicating other programs. Employers would benefit from graduates' research skills. Students would benefit from being able to pursue doctoral-level studies in the field without having to leave the state. The community would benefit from graduates' ability to assess health problems, and translate research into effective health interventions with a high level of accountability.

Students would benefit from a curriculum emphasizing important aspects of the field taught by faculty whose high quality was noted by both external reviewers. Student assessment would employ multiple measures, as would program assessment. Both external reviewers strongly supported the proposed program, with one saying "it has the potential to become one of the flagship programs at the UW."

Staff Recommendation

After careful review of the proposal and supporting materials, staff recommends approval of the Ph.D. in Global Health, with emphases in Metrics and Implementation Science, at the University of Washington. The HECB Education Committee discussed the proposal during its March 13, 2012 meeting, and recommended approval by the full Board.

RESOLUTION NO. 12-03

WHEREAS, The University of Washington proposes to offer a Ph.D. in Global Health, with emphases in Metrics and Implementation Science; 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 strengthen the university's standing in a growing field in which it is already well respected; and

WHEREAS, The program would build on and complement existing programs, centers, institutes, and other resources in the field; and

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

WHEREAS, The program has strong support from external reviewers;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Ph.D. in Global Health, with emphases in Metrics and Implementation Science, at the University of Washington effective March 29, 2012.

Adopted:

March 29, 2012

Attest:

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Ethelda Burke, Chair

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Earl Hale, Vice Chair

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

March 2012

Bachelor of Arts in Education in General Science – Middle Level Western Washington University

Introduction

Western Washington University (WWU) proposes to offer a Bachelor of Arts in Education degree with a General Science – Middle Level major. To obtain the degree, students must complete the 81- 82 credit General Science – Middle Level major and the university's 106-credit Elementary Education Professional Program (EEPP), as well as the university's General University Requirements (GURs). This review focuses on the General Science – Middle level major, rather than the EEPP, which is a well-established program unchanged by the proposal. Currently, EEPP students may chose from a list of 20 majors, including a General Science – Elementary major.

The proposed program would serve students interested in teaching middle school science. It would be administered by the Science, Mathematics, and Technology Education (SMATE) unit within the College of Sciences and Technology. Enrollment would start at 5 FTE (10 headcount) students beginning Fall 2012, increasing to 10 FTE (20 headcount) students by 2014. By 2016, 10 students per year would graduate, receiving WWU's recommendation for a Residency Teaching Certificate with endorsements in Middle Level Science and Elementary Education.[1]

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

WWU has offered teacher preparation programs since its inception and is the state's largest producer of new teachers earning secondary level science endorsements. The proposed program would complement existing elementary and secondary science teacher preparation programs at WWU, strengthening the university's teacher preparation role in Washington. This would support the university's mission of developing learner potential and community well-being, as well as the *Strategic Master Plan for Higher Education's* policy goal of investing in teacher preparation to produce K-12 school teachers who can raise student proficiency in math and science.

[1] The Residency Teaching Certificate is a first-level certificate awarded to beginning teachers, and endorsements identify the subject matter a teacher is authorized to teach. Teacher candidates cannot obtain a Residency Teaching Certificate unless they have at least one endorsement.

Diversity

To ensure diversity in the program, the College of Sciences and Technology would make sustained outreach efforts to underrepresented groups in K-12 schools and community colleges; target recruitment efforts at ethnic student organizations on campus; work in conjunction with the Woodring College of Education's Student Recruitment and Retention Coordinator to support diverse students prior to and during their teacher education program; and recruit and retain faculty and staff from underrepresented groups.

Program Need

The HECB's *Regional Needs Analysis Report* identifies teaching as an occupation that appears "near the top of each region's list of high-wage, high-demand occupations requiring postsecondary education."[2] Moreover, elementary and secondary teachers are two of the top five self-sufficiency wage occupations requiring post-secondary education in the region that includes the Whatcom and Skagit counties.

According to the Office of Superintendent of Public Instruction (OSPI), school district officials responsible for hiring perceive "some shortage" of middle level math/science teachers statewide and a "considerable shortage" in the Northwest Educational Service District catchment area served by Western Washington University.[3] Data from the Professional Educator Standards Board's 2008 study *Ensuring an Adequate Supply of Well-Qualified Math and Science Teachers* indicates only about one-third of middle level science teachers are endorsed in a science subject. At Washington Educator Career Fairs, school officials have indicated they consider teachers who hold an endorsement in a core academic subject (like science) to be more prepared and employable than those who do not.

The proposed program would benefit students in the region by providing an academic major that clearly communicates their course of study. No other institution in the region offers a comparable major with face-to-face delivery, although University of Washington Bothell offers a middle level science endorsement program that is not a major, and Western Governors' University (WGU) Washington offers an online B.A. Science program for fifth to ninth grade teachers.

A survey of 100 WWU elementary and secondary education students enrolled in science teaching methods courses conducted in October 2010 resulted in five students indicating interest in a General Science - Middle Level major. Three students are currently taking the proposed program's coursework in anticipation of the program's approval. Program planners anticipate sufficient additional student demand would come from transfer students, and that enrollment projections would be attained. Moreover, enrollment projections are consistent with enrollment in the existing BAE General Science – Elementary major, whose student headcount grew from nine to 22 between 2006 and 2009, and has held steady at 21-22 since.

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[2] Higher Education Coordinating Board (2011) *Regional Needs Analysis Report*. Page ii.
[3] Office of Superintendent of Public Instruction (2007). *Educator Supply and Demand in Washington State*. Pages 12 and 30.

This program would support the Washington Learns goal of preparing a greater percentage of elementary and middle school teachers to teach math and science. It also would support the state's efforts to increase the proportion of eighth graders proficient in science. Only 62 percent of eighth-grade students earned 'proficient' Measure of Student Progress scores in 2010-11.

Program Description

The proposed program is designed to prepare students to meet or exceed the state's middle level science endorsement competencies. Its target audience would include lower-division WWU students and transfer students. It would be delivered face-to-face during weekdays on campus in Bellingham, and it would offer field experiences at various partner schools.

Students would declare a General Science – Middle Level major after they were admitted to the Elementary Education Professional Program. To be admitted, students would be required to satisfactorily complete at least 45 credits of college-level coursework including an English composition course; achieve a passing score on the Washington Educator Skills Test-Basic (WEST-B); and complete a proctored essay.

To facilitate access for transfer students, WWU participates in the statewide elementary education Major Related Program (MRP). Admissions directors would participate in events and activities at community colleges to inform and advise students about the availability of the MRP.

After admission, students would earn 106 quarter credits within the Elementary Education Professional Program (EEPP)[4] plus 81-82 quarter credits within the proposed General Science – Middle Level major. The credit requirements are consistent with those of other WWU education programs leading to a science-related endorsement. The proposed program's curriculum would cover science disciplines relevant to middle school. It would include a five-credit Pre-calculus II course, a four-credit Introduction to Middle School course, a three-credit Science and Society course, a three-credit elective, and 66-67 credits of science content courses covering biology, chemistry, physics, geology, and astronomy. The science content courses would be 100- and 200-level courses, to facilitate content acquisition early in a student's course of study. Students would be taught primarily by tenured/tenure-track faculty, and all courses in the proposed curriculum are already offered.

Full-time students would normally finish the degree in five years, completing a minimum of 238 credits to satisfy the requirements of the Elementary Education Professional Program (EEPP) and General Science – Middle Level major, plus the university's General University Requirements (GURs). Student learning would be assessed by multiple measures, including problem sets, discussion, labs, exams, and performance on the Washington Educator Skills Test – Endorsement (WEST-E) test.

[4] The EEPP, which would provide almost all of the upper division coursework for the degree, focuses on pedagogy. It is offered by the Woodring College of Education, which is accredited by the National Council of Teacher Accreditation.

Similarly, program assessment would include a variety of measures, such as the Teacher Preparation Assessment**;** student progress through the program and on-time program completion; exit interviews with students who withdraw from the program; surveys, focus groups, or interviews of graduates upon graduation as well as one year following completion of the program; surveys, focus groups, or interviews of principals; and feedback from the College's Professional Education Advisory Board.

Program Costs

The proposed major would enroll 5 FTE students the first year, increasing to full enrollment of 10 FTE students by 2014. It would require 0.2 FTE instructional faculty (all tenured/tenure-track). It would also require 0.1 FTE administrative faculty and staff. It would not require new hires, new infrastructure, or new state funds. Rather, it would be implemented and funded through internal reallocation of existing resources. Program planners justified the low instructional and administrative FTE numbers by pointing out that all of the courses already exist, and the instructional and administrative work is already being done for existing programs.

At full enrollment, the direct cost of instruction would be $23,737, or $2,373 per average annual FTE student. This is about $500 less than the bottom of the undergraduate sciences student cost range reported in the HECB's *2005-06 Education Cost Study* (July 2007). This is probably due to the difficulty in precisely allocating costs between the proposed program (which is small) and existing programs. Under these circumstances, small changes in faculty effort estimates can result in relatively large differences in average annual cost per FTE student. The lower division sciences category is used for cost comparison instead of the upper division education category because most of the courses are 100- and 200-level science courses, and the proposed budget did not cover the required professional preparation component of the degree (the Elementary Education Professional Program).

External Review

Two reviewers evaluated the proposal: Dr. Sacha Kopp, Associate Professor and Associate Dean for Curriculum and Programs, University of Texas Austin; and Dr. Tamara Holmlund Nelson, Associate Professor of Science Education, Washington State University Vancouver.

Both reviewers supported the proposal, noting the quality of WWU's science education faculty and the proposed curriculum; however, Dr. Holmlund Nelson also noted that the course of study was long. Dr. Kopp requested a few clarifications, and program planners responded. For example, he asked for clarification about field service opportunities, pointing out that early field work can be helpful. Program planners responded that although current plans do not include early field experience, the issue was being considered and would be addressed in future program revisions. He concluded by saying "It is a strong proposal, and I would welcome something similar at my university." Dr. Holmlund Nelson concluded by fully recommending approval, stating that "Graduates of this program will be well-qualified, and I expect them to have a significant impact on the learning of their middle school students."

Staff Analysis

The proposed program would support WWU's mission and the *Strategic Master Plan for Higher Education* by developing WWU's capacity to prepare middle school teachers who can raise student proficiency in science. Moreover, it would complement existing education majors at WWU without requiring any new courses, faculty, or facilities.

The proposed program would respond to employer, student, and community need without duplicating other programs. It would respond to employer need by providing the coursework necessary for the state's Middle Level Science endorsement. It would benefit students by clearly communicating the course of study they took to help them attain that endorsement. Finally, it would respond to community need by ensuring that teachers assigned to teach science in middle school are prepared to do so, thereby supporting state efforts to increase the percentage of K-12 students proficient in science.

The proposed program would be taught primarily by full-time, tenured faculty, whose quality was noted by both external reviewers. The professional preparation component of the curriculum would be provided by the Woodring College of Education, which is accredited by the National Council for Accreditation of Teacher Education. Students would benefit from a program supported by external reviewers and would be assessed using multiple measures. Program assessment also would employ multiple measures. Although students would need five years to graduate, the credit requirements for the proposed program are consistent with those of other WWU education programs leading to a science-related endorsement.

Although the proposed program would not serve many students, the cost of offering it would be very reasonable. The effort and risk involved would be minimal.

Staff Recommendation

After careful review of the proposal and supporting materials, staff recommends approval of the Bachelor of Arts in Education in General Science – Middle Level at Western Washington University. The HECB Education Committee discussed the proposal during its March 13, 2012 meeting, and recommended approval by the full Board.

RESOLUTION NO. 12-04

WHEREAS, Western Washington University proposes to add a General Science – Middle Level major to the majors that Bachelor of Arts in Education students may choose from; and

WHEREAS, The program would support Western Washington University's mission and the Strategic Master Plan for Higher Education; and

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

WHEREAS, The program is designed to meet the state requirements for a middle level science endorsement; and

WHEREAS, The program has support from external reviewers; and

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

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Bachelor of Arts in Education in General Science – Middle Level at Western Washington University, effective March 29, 2012.

Adopted:

March 29, 2012

Attest:

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Ethelda Burke, Chair

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Earl Hale, Vice Chair

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

March 2012

Degree-Granting Institutions Rules Revision

Overview

The Washington Legislature enacted the Degree-Granting Institutions Act, RCW 28B.85, in 1986. The Act requires degree-granting institutions operating in Washington to obtain authorization from the Higher Education Coordinating Board (HECB), unless specifically exempted from the authorization requirements. The Legislature directed the HECB to establish minimum standards for degree-granting institutions governing the granting of degrees, educational quality, business practices, financial ability, as well as other standards necessary to protect citizens against substandard, fraudulent or deceptive institutional practices.

Highlights of the Rules Revisions

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 rules also create 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.

Public Comment and Legal Review

The public was invited to comment on the proposed rules revisions by mail, email, or at a public hearing held on January 30, 2012. No comments were received. The proposed rules have been reviewed by the HECB Assistant Attorney General and have been found to be acceptable.

Recommendation

HECB staff recommend approval of the proposed rules revisions for implementation of the Degree-Granting Institution Act.

RESOLUTION NO. 12-05

WHEREAS, The 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 or has been found to be exempt; 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, Chapter 28B.85 RCW requires fees be set by the Board by rule at a level necessary to approximately recover staffing costs incurred in administering the chapter and the fees were authorized by the Washington State Legislature in the 2011-13 operating budget (2ESHB 1087); and

WHEREAS, The Washington State Degree-Granting Institutions Act Regulations (WAC 250-61) need to be amended to incorporate increased and new fees, exempt from degree authorization requirements non-public schools operating in Washington that have received legislative recognition as a Washington school, and provide clarifying language; and

WHEREAS, The process for amending rules has been observed with the initial inquiry (CR-101). The proposed language has been drafted and published (CR-102); a public hearing was held on January 30, 2012, which resulted in no comments to the proposed rule; and the rules have been reviewed by the HECB Assistant Attorney General;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the proposed amendments to WAC 250-61, to be adopted March 29, 2012 and made effective May 3, 2012.

Adopted: March 29, 2012

Attest:

_____
Ethelda Burke, Chair

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Earl Hale, Vice Chair