

**DRAFT PRELIMINARY BOARD MEETING AGENDA**

*Shoreline Community College Board Room, Bldg. 1000*

*16101 Greenwood Avenue N., Seattle, WA 98133*

March 30, 2000

*Approximate  
Times*

*Tab*

**8:30 a.m.** BOARD BREAKFAST and MEETING OVERVIEW  
(No official business will be conducted at this time.)

**9:15 a.m.** **Welcome and Introductions**  
Bob Craves, HECB Chair  
Gary Oertli, President, Shoreline Community College

**Adoption of January HECB Meeting Minutes** **1**

**INFORMATION ITEMS**

**K-12 Teacher Training Initiatives** **2**

- HECB staff briefing
- Dr. Lin Douglas, OSPI

**Transfer and Articulation in Washington State** **3**

- HECB staff briefing

**2000 Legislative Session Update** **4**

- HECB staff briefing

**Accountability Update** **5**

- HECB staff briefing

B R E A K

**MASTER PLAN UPDATE** **6**

- Strategic Planning Subcommittee Report
- HECB staff briefing

**12:00 noon** BOARD LUNCH

**1:00 p.m.** CAMPUS TOUR

**2:00 p.m.      ACTION ITEMS**

**Biennial Report on Institutional Degree Programs: Two-year Plans, Recently Approved Programs, and Program Review      7**

- HECB staff briefing  
(Resolution 00-06)

**Minimum College Admissions Standards in Science: Proposed New Standards      8**

- HECB staff briefing  
(Resolution 00-11)

**M.Ed. Reimbursement Program - Final Rules Adoption      9**  
(Resolution 00-09)

**CONSENT AGENDA**

- **Washington Scholars – Final Rules Adoption      10**  
(Resolution 00-07)
- **Washington Promise Scholarship – Final Rules Adoption      11**  
(Resolution 00-08)

**DIRECTOR'S REPORT**

(Resolution 00-10)

**PUBLIC COMMENT**

*If you are a person with disability and require an accommodation for attendance, or need this agenda in an alternative format, please call the HECB at (360) 753-7800 as soon as possible to allow sufficient time to make arrangements. We also can be reached through our Telecommunication Device for the Deaf at (360) 753-7809.*

**2000 HECB Meeting Schedule**

<i>DAY/DATE</i>	<i>TYPE</i>	<i>TENTATIVE LOCATION</i>
April	No meeting	
May 25 (Thurs.)	Regular meeting	WWU, Bellingham
June	No meeting	
July 25-26 (Tue./Wed.)	Board planning/ Regular meeting	CWU, Ellensburg
August	No meeting	
September 21 (Thurs.)	Regular meeting	WSU, Pullman
October 26 (Thurs.)	Regular meeting	Olympia
November	No meeting	
December 1 (Fri.)	Regular meeting	UPS, Tacoma

**HIGHER EDUCATION COORDINATING BOARD  
MINUTES OF MEETING  
January 27, 2000**

**HECB Members Present**

Mr. Bob Craves, Chair  
Dr. Gay Selby, Vice Chair  
Mr. David Shaw, Secretary  
Ms. Kristi Blake  
Dr. Frank Brouillet  
Mr. James Faulstich  
Mr. Larry Hanson  
Ms. Ann Ramsay-Jenkins  
Dr. Chang Mook Sohn

**HECB Staff**

Mr. Marc Gaspard, Executive Director  
Ms. Linda Schactler, Deputy Director  
Mr. Bruce Botka, Dir. Governmental Relations  
Ms. Becki Collins, Dir. Education Services  
Mr. John Fricke, Associate Director  
Mr. Dan Keller, Associate Director  
Mr. John McLain, Program Associate  
Mr. Jim Reed, Associate Director  
Mr. Doug Scrima, Policy Associate  
Dr. Tom Weko, Associate Director

**Introductions**

Mr. Bob Craves, HECB Chairman, welcomed meeting participants and initiated Board introductions. Ms. B. Jean Floten, Bellevue Community College (BCC) president, thanked the Board for the 2000 Master Plan, which she described as an excellent blueprint for higher education. She then reviewed model projects and policies that make Bellevue Community College unique, including no-credit classes, focusing on high-demand areas, and investing dollars in professional development of the faculty.

Mr. Marc Gaspard, Executive Director, reviewed the agenda for the day and three items added to the published agenda:

- A resolution to consider CWU's supplemental capital budget request;
- A resolution from the Board requesting the Office of the Attorney General to represent the Board chair and executive director in a lawsuit regarding the Washington Promise Scholarship; and
- A short presentation from David Longanecker, executive director for the Western Interstate Commission for Higher Education (WICHE).

**Minutes of December 1999, Board Meeting**

**Mr. David Shaw** moved for approval of the minutes as recorded. **Dr. Gay Selby** seconded. The minutes were approved.

Mr. Craves excused himself from the meeting and Vice Chair Gay Selby assumed the responsibilities of the Chairman.

### **Teacher Preparation and Development**

Mr. Gaspard introduced Edie Harding and Barbara McLain from the Washington State Institute for Public Policy (WSIPP). Ms. Harding and Ms. McLain briefed the Board on WSIPP's study of teacher preparation and development. The study recommends three strategies to promote teacher quality:

- Consistent **statewide standards** of performance;
- Consistent **statewide performance assessments**; and
- Clear **accountability** criteria via state approval of pre-service and professional certificate programs.

In addition, WSIPP offered three issues for HECB consideration:

1. That colleges of education and colleges of arts and sciences share responsibility for preparing teachers to meet demands of education reform;
2. That the 2000 Master Plan encourage university/school district partnerships; and
3. That colleges of education could lead the movement toward performance-based degrees.

### **Minimum College Admissions Standards in Science**

Doug Scrima, HECB policy associate, presented recommendations of the Admissions Standards Action Committee (ASAC) to raise the current minimum admissions standards in science from two years of science, to two years of laboratory science, including one year of algebra-based biology, chemistry, or physics. The new standards would be aligned with the Certificate of Mastery calendar (implementation set tentatively for 2008). These recommendations will be presented to the Board for action at the March meeting.

### **Washington GEAR UP Project**

John McLain, HECB program associate, presented a briefing on the new federal grant and outreach program called Gaining Early Awareness and Readiness for Undergraduate Programs, (GEAR UP), that adds considerable outreach to underserved populations in the state. Mr. McLain described the project, the activities involved, local partnerships, and goals. He spoke at length about three intervention projects, including the strategies involved and anticipated outcomes:

- *Scholars Project* – direct early intervention to 1,200 disadvantaged students
- *Communications Project* – networks and planning publications to help students and parents
- *Project Red* – curriculum enhancements, professional development, outreach activities, and campus experiences to support local GEAR UP partnerships.

Mr. Shaw ascertained that the GEAR UP information would be going out in the language of the parents. Dr. Selby asked how many students are involved in the local and state projects. Mr. McLain anticipates that close to 10,000 students could be involved in the program by the time the project reaches its fifth year.

Mr. Larry Hanson asked if this effort is being translated into lower grades where older students work with younger students, as in the ambassador project. Mr. McLain cited Aberdeen, Hoquiam, and Wapato as three sites where this is already happening.

### Legislative Updates

Bruce Botka, HECB director of Governmental Relations briefed the Board on the status of the following HECB priorities:

- Approval of the 2000 Master Plan for Higher Education through a concurrent legislative resolution: The resolution has been introduced, hearings have been scheduled, and the Washington Student Lobby has endorsed the plan.
- Enactment of a statute to make the Washington Promise Scholarship a permanent part of the state's programs: The legislation is moving through the Senate. The eligibility requirement has been slightly amended; the Promise Scholarship will not be funded at the expense of the State Need Grant program. It will apply to in-state accredited institutions, must be used within six years, and specifies that it is for undergraduate study and not for theology.
- Legislation to clarify the administration and program responsibilities related to the GET program: The legislation is moving. Mr. Gaspard said that two additional committee members are proposed.

Dan Keller and Jim Reed, HECB associate directors, discussed the Governor's proposed operating and capital supplemental budgets. Mr. Reed commented that the institutional requests are very close to the Governor's proposed budget.

### CWU Supplemental Capital Request

Mr. Hanson stated that the members of the HECB Capital subcommittee had reviewed CWU's three supplemental requests. Based on HECB criteria that supplemental requests are to be used only for emergency requirements, the committee has recommended that these requests be not be considered during the current session, but as part of the development of the 2001-03 budget.

**ACTION:**     **Mr. Larry Hanson** moved for consideration of Resolution 00-04, deferring consideration of CWU's supplemental capital request to the 2001-2003 biennial budget process, with the proviso that "existing life/safety building deficiency which would cause immediate closure of a facility be addressed by the institution through a reprioritization of existing capital appropriations."  
**Dr. Frank Brouillet** seconded the motion, which was carried unanimously.

### Financial Aid Program Rule Changes

Ms. Becki Collins, HECB director for Education Services, gave a status report on three projects/programs that require changes in their governing statutes in the Washington Administrative Code (WAC). The first two are for Board information only.

- **Washington Scholars** – The statute was changed in 1999 to include one alternate scholar from each legislative district. The HECB must therefore revise existing WAC to accommodate and clarify the changes to the program.
- **Masters in Education Reimbursement Program** – At its December meeting the Board requested more information on several matters related to the Masters in Education

Reimbursement Program: establishing priorities for awarding of funds and reimbursement adjustments to reflect other tuition reimbursements received by the applicant.

Ms. Becki Collins led a discussion to clarify the following areas, which are addressed in the emergency rules.

- ✓ First priority is given to all teachers meeting the mathematics and science requirements.
- ✓ The HECB may establish a second priority group, and if not, any remaining funds will be prorated among all remaining eligible applicants.
- ✓ The amount of reimbursement will be reduced by the amount of all other tuition reimbursements received by the applicant from other sources, including applicant's schools and school district, but not including student loans.

- **Washington Promise Scholarship** – The Board was asked to extend the emergency rules governing this program until final rules go into effect.

**ACTION:**     **Dr. Gay Selby** moved for consideration of Resolution 00-02, approving the extension of emergency rules for the Washington Promise Scholarship program. **Mr. Larry Hanson** seconded the motion, which was carried unanimously.

### **2001-03 Operating and Capital Budget Guidelines**

**CAPITAL:** Mr. Hanson, speaking for the HECB Capital Subcommittee, reviewed the process for developing budget guidelines, starting with the preliminary guidelines approved in December. Mr. Jim Reed elaborated on the guidelines and the request by the Office of Financial Management for more specific project information and the use of a standard form.

**OPERATING** – Dr. Selby informed the Board that the HECB Fiscal Subcommittee had some revisions to the preliminary guidelines approved in December. Mr. John Fricke, HECB associate director, presented the details of the guidelines.

Both Operating and Capital guidelines, emphasize early and closer collaboration and consultation among the institutions, the SBCTC, and the HECB, including a meeting of the HECB Fiscal Subcommittee with institutional representatives. Comments and suggestions from the institutions have been incorporated into the guidelines.

**ACTION:**     **Mr. David Shaw** moved for consideration of Resolution 00-01, approving the 2001-2003 Operating and Capital Budget Guidelines. **Ms. Kristi Blake** seconded the motion, which was carried unanimously.

### Gender Equity

Dr. Tom Weko, HECB associate director, presented this report which the HECB is mandated to make every four years. The report responds to two laws:

- 1.) the Gender Equity Statute, which prohibits “discrimination on the basis of gender against any student in institutions of higher education in Washington,” and
- 2.) the gender equity athletic tuition waivers statute, which authorizes the use of tuition waivers to “achieve gender equity in intercollegiate athletics.”

The report considered three areas and provides the following conclusions:

- Student services and support – student services and support appear free from gender discrimination.
- Academic programs – Institutions are in compliance.
- Athletics – The primary challenge to state institutions in the near future lies in achieving the rates of athletic participation by women as required by law. The law requires that participation of women in intercollegiate programs to be within 5 percent of the proportion of undergraduate female students at their institutions by 2003-2004. If the steady trend towards greater female enrollments continues, roughly 56 percent of the students in 2003-04 would be women, requiring 51 percent participation rate from female athletes. This means some of the four-year institutions will have to make sweeping changes in their athletic programs in order to catch up, including providing comparable facilities for men and women.

**ACTION:** **Mr. Larry Hanson** moved for consideration of Resolution 00-03, approving the Gender Equity report. **Dr. Frank Brouillet** seconded the motion, which was carried unanimously.

### Remarks from the Executive Director of the Western Interstate Commission for Higher Education (WICHE)

Mr. David Longanecker talked about WICHE’s current programs, the benefits to students that WICHE provides, and the work of the Western Governors University. He commented that the 2000 Master Plan is very strong and that although other states also exhibit synergy between K-12 and higher education, Washington State may be leading because our Master Plan actually talks about strategies linking the two systems.

### Promise Scholarship Lawsuit

**ACTION:** **Dr. Frank Brouillet** moved for consideration of Resolution 00-05, requesting the Office of the Attorney General to represent the HECB chair and staff in a lawsuit regarding the Washington Promise Scholarship. **Ms. Kristi Blake** seconded the motion, which was carried unanimously.

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**Proposals for New Programs**

Mr. Gaspard informed the Board that the HECB has received proposals from institutions for three new programs:

- BA in Education, WSU Tri-Cities
- MS in Agriculture, WSU
- MS in Engineering, CWU

No action is required of the Board at this time.

**Thanks to Provost Niel Zimmerman**

EWU Provost Niel Zimmerman informed the Board that this would be his final attendance at a HECB meeting. He will soon be leaving EWU to retire. Mr. Gaspard expressed the Board and staff's appreciation for Dr. Zimmerman's contributions to higher education, and wished him well.

**Meeting was adjourned at 2:30.**

**RESOLUTION NO. 00-01**

WHEREAS, The Higher Education Board is required by statute (RCW 28B.80.330(4)) to review, evaluate, and make recommendations on the operating and capital budget requests from four-year institutions and the community and technical college system; and

WHEREAS, These recommendations are to be based upon role and mission statements of the institutions; the state's higher education goals, objectives, and priorities; and a comprehensive master plan; and

WHEREAS, The Higher Education Coordinating Board is also required by statute to distribute budget guidelines which outline the Board's fiscal priorities to the institutions by December of each odd-numbered year; and

WHEREAS, The Higher Education Coordinating Board has completed the 2000 Master Plan which lays out the goals, objectives, and fiscal priorities of the Board; and

WHEREAS, The Higher Education Coordinating Board approved the *Preliminary Draft HECB Operating and Capital Budget Guidelines* for the 2001-2003 Biennium at its meeting on December 3, 1999, and these draft guidelines have been distributed for review and comment by the institutions, similar to the process employed in the development of budget guidelines for the 1999-2001 biennium; and

WHEREAS, HECB staff has met with the four-year institutions and the State Board for Community and Technical Colleges to discuss changes to the preliminary guidelines, and a work session of the Board's Fiscal Subcommittee was held on January 20, 2000, to discuss the draft guidelines; and

WHEREAS, Revisions suggested by the institutions and the State Board have been incorporated into the final versions of the *2001-2003 Operating and Capital Budget Guidelines*;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the *2001-2003 Operating and Capital Budget Guidelines*, attached hereto.

Adopted:

January 27, 2000

Attest:

\_\_\_\_\_  
Bob Craves, Chair

\_\_\_\_\_  
David Shaw, Secretary

**RESOLUTION NO. 00-02**

WHEREAS, The 1999 Washington Legislature authorized the Washington Promise Scholarship Program;  
and

WHEREAS, The Legislature authorized the Board to adopt rules for the program; and

WHEREAS, The Board adopted emergency rules on September 15, 1999, which expire at the end of January.  
and

WHEREAS, The proposed permanent rules are scheduled for a public hearing on February 16, 2000, with a  
comment period that extends to March 3, 2000; and

WHEREAS, the proposed permanent rules are scheduled for adoption at the Board's March 30, 2000  
meeting;

NOW THEREFORE BE IT RESOLVED, That the Board renew and extend its Washington Promise  
Scholarship emergency rules, Washington Administrative Code 250-80-010 through 250-80-100, until the  
proposed permanent rules have been adopted and go into effect.

Adopted:

January 27, 2000

Attest:

\_\_\_\_\_  
Bob Craves, Chair

\_\_\_\_\_  
David Shaw, Secretary

**RESOLUTION NO. 00-03**

WHEREAS, RCW 28B 110 and RCW 28B 15.460 require the Higher Education Coordinating Board to report every four years to the Legislature and Governor on gender equity in higher education, and to develop rules and guidelines to eliminate gender discrimination; and

WHEREAS, The Higher Education Coordinating Board, with the assistance of the state's public higher education institutions has completed its 1999 review of gender equity in public higher education; and

WHEREAS, The Board finds that public higher education institutions do not discriminate on the basis of sex in student support and services, or in admission to academic programs; and

WHEREAS, The Board finds that public higher education institutions have met their obligation to provide female athletes with equitable opportunities for participation, and increasingly have met their obligation to provide female athletes with aid, services, and support with no disparities based upon gender; and

WHEREAS, The Board finds that some of the state's public four-year institutions have not yet succeeded, and will find a substantial fiscal challenge in providing "comparable facilities" for male and female athletes by the next reporting period, 2003-2004;

NOW THEREFORE BE IT RESOLVED, That the Higher Education Coordinating Board approves the 1999 Gender Equity in Higher Education report, and forwards this report to the Governor and Legislature for their review

Adopted:

January 27, 2000

Attest:

\_\_\_\_\_  
Bob Craves, Chair

\_\_\_\_\_  
David Shaw, Secretary

**RESOLUTION NO. 00-04**

WHEREAS, The Higher Education Coordinating Board is required pursuant to RCW 28B.80.330 to provide the Legislature and Governor with recommendations on the biennial and supplemental operating and capital budget requests of the four-year and two-year public institutions of higher education; and

WHEREAS, At it's meeting of December 3, 1999, the Board adopted, through Resolution 99-49, supplemental operating and capital budget recommendations for the 1999-2001 biennium; and

WHEREAS, At the time of adopting Resolution 99-49, the Board had not received nor reviewed a supplemental capital budget request from Central Washington University; and

WHEREAS, Central Washington University has submitted a supplemental capital budget request for the 1999-2001 biennium and has requested Board action on that request; and

WHEREAS, The Board's capital budget subcommittee has received the supplemental capital budget request submitted by Central Washington University and, pursuant to the criteria established by the subcommittee for the evaluation of supplemental capital budget requests, has concluded that consideration of funding the projects proposed by Central Washington University should be deferred to the 2001-2003 biennial budget process, provided that any existing life/safety building deficiency which would cause the immediate closure of a facility be addressed by the institution through a reprioritization of existing capital appropriations;

NOW THEREFORE BE IT RESOLVED, That the Washington Higher Education Coordinating Board hereby approves the recommendation of the Board's capital budget subcommittee to defer consideration of funding the projects proposed by Central Washington University to the 2001-2003 biennial budget process, provided that any existing life/safety building deficiency which would cause the immediate closure of a facility be addressed by the institution through a reprioritization of existing capital appropriations.

Adopted:

January 27, 2000

Attest:

\_\_\_\_\_  
Bob Craves, Chair

\_\_\_\_\_  
David Shaw, Secretary

**K-12 TEACHER TRAINING INITIATIVES:  
The Role of Higher Education in Enhancing Teacher Quality**

*March 2000*

**EXECUTIVE SUMMARY**

At the March 2000, Higher Education Coordinating (HECB) meeting, HECB staff Elaine Jones will brief the HECB on two promising teacher training initiatives currently underway in Washington State. These initiatives are the Partnership for Excellence in Teaching (PET) and the Title II Teacher Quality Enhancement Grant (TQE). This information is presented for information only; no Board action is required.

Dr. Lin Douglas, Director of Professional Education and Certification for the Office of the Superintendent of Public Instruction (OSPI) will engage the HECB in a discussion about what roles the HECB and Colleges of Education could play in supporting teacher training. She will also brief the HECB on several exciting initiatives OSPI is undertaking in teacher training and related new K-12 legislation.

Dr. Douglas is the former Dean of the College of Education at Central Washington University and she brings a wealth of knowledge and experience to her new position with OSPI.

## **TRANSFER AND ARTICULATION: A Systemic Approach in Washington State**

March 2000

### **BACKGROUND**

State law [RCW 28B.80.350], approved in 1988, requires the Higher Education Coordinating Board (HECB) to establish transfer policies and, in cooperation with the State Board for Community and Technical Colleges (SBCTC), to establish and maintain a statewide transfer of credit policy and agreement. Since then, “Washington public higher education institutions have established a strong partnership of joint articulation and cooperation concerning transfer of students in academic programs to baccalaureate institutions.” (*Articulation and Transfer in the State of Washington, 1997-98*)

This report is presented to the Board for information only.

### **TRANSFER CHRONOLOGY**

**1986 – HECB adopts first policy on inter-college transfer and articulation among Washington public colleges and universities.** The HECB’s initial Master Plan, *Building a System*, established clear roles for the baccalaureate institutions and community colleges. To encourage transfer and articulation among Washington public colleges and universities, in 1986, the Board recognized the Inter-College Relations Commission (ICRC) as the permanent committee on articulation and transfer.

ICRC is a voluntary organization of 56 public and private postsecondary institutions, higher education agencies, and the Council of Presidents. ICRC membership implements the day-to-day process of ensuring the successful transfer of students. However, the 1986 Board policy addressed only one goal: establishing guidelines for associate degrees that could apply to the baccalaureate degree.

**1991 – HECB adopts “Cooperative Student Transfer Process” and parameters of the Direct Transfer Agreement (DTA).** Although the 1986 HECB policy recognized the ICRC, the policy did not afford community college students with any guarantee of access to a baccalaureate institution. In fact, some community college students received *less* preference in the transfer process because their grades were discounted.

The “Cooperative Student Transfer Process” agreement clarified that community college grades could not be discounted by receiving institutions. It also established the so-called Direct Transfer Agreement (DTA) for providing admissions priority. The University of Washington would give priority to transfer students holding a transfer associate degree and a 2.75 grade point

average. The other 5 public baccalaureate institutions would give priority to students with a transfer associate degree and a 2.00 grade point average.

The Direct Transfer Agreement states that qualified students applying to a public baccalaureate institution with the transfer associate degree are to be given admissions priority over other transfer students. The transfer associate degree also is expected to satisfy the lower-division general education requirements of baccalaureate institutions within the state, while still permitting students to include up to 15 credits of college-level, non-academic coursework toward the degree. Most Washington independent baccalaureate institutions also have adopted the DTA principles.

**1994 – HECB approves Transfer Task Force recommendations and DTA modifications.** The HECB, the State Board for Community and Technical Colleges, and the Council of Presidents convened a task force to propose solutions to the anticipated problem of lack of space at some public universities for the increasing numbers of transfer students. The task force determined that each university would maintain its proportion of community college transfer student admissions. Within those proportions, the universities would grant priority in admissions to students who completed the transfer associate degree. The HECB and the baccalaureate institutions also designed a referral placement form for students applying to institutions that had already reached capacity. The referral form identified institutions that still had space and transferred their application material upon request with no additional cost to the student.

**1997 – SBCTC submits *Articulation and Transfer in the State of Washington* report to the Legislature.** In 1997, the Legislature again requested that higher education examine transfer and articulation among its sectors. The SBCTC convened a Transfer Articulation Committee to analyze current transfer agreements and issues. Among the various transfer issues, the committee focused its efforts and its report to the Legislature on the improvement of current transfer policy, reducing time to degree, and articulation of professional and technical programs.

**1999 – Institutions implement the *Transfer by Majors* program statewide and adopt *Advanced Placement* transfer policies.** Many community college students do not decide on a major field of study or identify their transfer college until late in their sophomore year. The 1997-98 report to the Legislature, *Articulation and Transfer in the State of Washington*, stated that credits to degree could be reduced if students would select their majors and baccalaureate institution to which they intend to transfer earlier in their lower-division coursework. The *Transfer by Majors* program was established to implement a new advising emphasis to produce better course selection and reduce the “excess” credits taken by students in a given major. The program matches students with an advisor with expertise regarding the requirements of a selected major. And the program provides the transfer institutions with information about students who intend to transfer there.

The Inter-institutional Committee of Registrars and Admissions Officers (ICORA) recommended including *Advanced Placement* (AP) credit as part of the statewide transfer

agreement. In response, the Washington public baccalaureate institutions adopted a policy to allow credit for an AP score of 3 or better to apply to general education or major requirements, or as elective credit.<sup>1</sup>

**2000 – Provosts and Instruction Commission approved two Associate in Science degrees.** Although the Direct Transfer Agreement has been very successful in helping community college students transfer more effectively to a baccalaureate institution, it has not served students in science-related disciplines well. The general associate in arts degree does not provide enough lower-division science coursework, and these students have experienced difficulty entering their major upon transfer.

As a result, community college and baccalaureate staff and science faculty met in 1999 to craft a new statewide transfer degree with emphasis in the sciences. The faculty formed two workgroups and crafted two associate in science degree proposals:

**Track 1:** biological sciences, environmental/resource sciences, chemistry, physics, geology, earth and atmospheric sciences;

**Track 2:** engineering and computer science.

Their recommendations give priority for admissions at the public baccalaureate institutions to resident transfer students and will increase the likelihood of students' entry into their major. The new transfer degrees will not satisfy all general education requirements, however, most native baccalaureate students in science-related majors complete their general education requirements at an upper-division level.

## **ISSUES THAT REMAIN**

Over one third of all baccalaureate degree graduates take a portion of their studies at a state community college. The Direct Transfer Agreement and the recently approved Associate in Science Degree give students top priority in the admissions process among transfer students to a public baccalaureate institution. The DTA will also act to satisfy the lower-division general education requirements. However, not all associate degrees will transfer, and some college-level credits may not be accepted.

There are certain degrees, such as the Associate in Technical Arts, and coursework that enhances specific vocational/professional development opportunities for students with specific career oriented goals. However, these types of degrees and courses generally fall outside the current ICRC guidelines. That being said, this is an issue that has been identified in the *1997-98 Articulation and Transfer in the State of Washington* report. As students increasingly receive lower-division credit in professional technical programs, the baccalaureate institutions need to identify how to accommodate these students for further education and training, and how to align

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<sup>1</sup> The Advanced Placement Program (AP), sponsored by the College Board, offers 32 college-level courses and examinations in 19 different subject areas. AP test scores may range from 1-5. Students who achieve grades of 3 or higher may be eligible to receive college-level credit.

achievement for purpose of transfer in professional technical programs. The *Articulation and Transfer* report raised a number of issues that ICRC is currently studying:

- *the use of competencies and skills standards in determining transfer placement;*
- *the need to expand articulation among professional technical programs on a statewide discipline-basis;*
- *the need to expand the use of institution-to-institution, individual program articulation;*
- *the use of the “upside down” degrees, where feasible, with baccalaureate curricula;*
- *incentives for dual admissions or concurrent enrollment at a baccalaureate institution and community/technical college.*

## **2000 LEGISLATIVE SESSION UPDATE**

*March 2000*

The Washington Legislature adjourned its 60-day regular session on March 9, but Governor Gary Locke immediately called a special session to enable lawmakers to complete their work on supplemental budgets for state operations, capital projects, and transportation. As of March 17, when this document was prepared, the Legislature had not completed the special session.

In December the HECB approved the following priorities for the 2000 session:

1. Approve the 2000 Master Plan for Higher Education through a concurrent legislative resolution;
2. Enact a statute to make the Washington Promise Scholarship a permanent component of the state's student financial assistance program;
3. Approve legislation to expand the size and clarify the responsibilities of the policy committee that oversees the state's Guaranteed Education Tuition Program (also known as the Advanced College Tuition Payment Program); and
4. Incorporate the Board's recommended operating and capital budget enhancements into the supplemental budgets of the state's public higher education institutions.

Following is a summary of the Legislature's actions related to HECB priorities during the regular session and its progress (as of March 17) during the special session that began March 10.

## HECB Legislative Priorities Regular Session Report

*March 17, 2000*

HECB Priority	Regular Session Action	Current Status
<b>2000 Master Plan for Higher Education</b>	A compromise version of <b>SCR 8425</b> , adopting the 2000 Master Plan, was approved on the final day of the regular session.	The resolution took effect when it was approved by the House and Senate. No gubernatorial action was required.
<b>Promise Scholarship</b>	<p>The Senate approved legislation (<b>SB 5598</b>) to put the scholarship in statute, but the measure died in the House.</p> <p>The Senate budget and the House Democratic supplemental proposal call for an enhancement of more than \$2 million in FY 2001.</p>	<p>The Senate was expected to pass <b>SB 5598</b> during the special session to enable the House to reconsider it.</p> <p>Legislative supplemental budget proposals had not been resolved as of March 17.</p>
<b>Guaranteed Education Tuition</b>	The House and Senate approved <b>HB 2559</b> as requested by HECB, Treasurer, and Committee on Advanced Tuition Payment.	As of March 17, <b>HB 2559</b> awaited the Governor's signature to become law.
<b>Supplemental budget proposals for HECB programs</b>	A supplemental operating budget was approved by the Senate in both the regular and special sessions. In the House, proposals have been made by Reps. Huff and Sommers.	As of March 17, the House had not approved a budget and had not taken any official action on the Huff or Sommers proposals. Budget talks were ongoing.

Other Issues	Regular Session Action	Current Status
<b>Accountability</b>	The House and Senate approved <b>HB 2375</b> , which would direct a multi-institution group, with HECB participation, to develop technology literacy standards for students.	As of March 17, <b>HB 2375</b> awaited the Governor's signature to become law.
<b>Future Teachers Conditional Scholarship</b>	The Senate passed <b>SB 6645</b> , to revise the existing scholarship program, but the bill died in the House.  An enhancement was included in all three legislative supplemental budgets.	Senate would need to pass <b>SB 6645</b> during the special session before it could be reconsidered by the House.
<b>Distance Education Study</b>	The House and Senate approved <b>HB 2952</b> , directing the HECB to lead a multi-institutional study of distance education.	As of March 17, <b>HB 2952</b> awaited the Governor's signature to become law.
<b>Financial aid</b>	<b>SB 6826</b> would have enabled several independent institutions, including Antioch University, to participate in state financial aid programs, but the bill failed to advance through the Senate.	Representatives of Antioch have indicated their interest in revisiting the issue in 2001.

## **PERFORMANCE ACCOUNTABILITY UPDATE**

*March 2000*

### **BACKGROUND**

The 1999-2001 state operating budget directs the Higher Education Coordinating Board to set biennial performance targets for the state's public baccalaureate college and universities. It also directs the HECB to approve the institutions' plans for making meaningful and substantial progress toward several specific long-term performance goals. To that end, the Board approved institutional performance accountability plans for the 1999-2001 biennium in September 1999.

A similar directive was included in the 1997-99 budget. The report that accompanies this discussion ("March 2000 Accountability Update") provides a final overview of the institutions' performance during the biennium that ended June 30, 1999.

### **BOARD DISCUSSION**

The purpose of the Board's accountability discussion at the March 30 meeting is to review the 1999-2001 budget provision on accountability. It directs the HECB to report to the Legislature by November 15, 2000, on "progress toward statewide and institution-specific goals, with recommendations for the ensuing biennium." HECB staff have identified a preliminary work plan for fulfilling the legislative directive with significant input from the state's public baccalaureate institutions.

This presentation will include a review of the work plan and a discussion of the issues to be considered as the Board develops legislative recommendations.

No formal Board action is necessary at this time.

## MARCH 2000 ACCOUNTABILITY UPDATE

March 2000

The Higher Education Coordinating Board last reported to the Legislature on accountability in its January 1999 document, "Performance Funding and Accountability: Progress Report and Recommendations for the Future." The purpose of this brief report is to provide the Legislature, the Governor, and other interested parties with an update on the accountability performance of our public baccalaureate institutions.

In its 1997-99 budget proviso the Legislature defined five performance measures on which the state's public four-year institutions were to report:

1. **Undergraduate Graduation Efficiency Index**, a measure of how efficiently students complete their degrees, by taking into consideration the total number of credits earned, dropped, repeated, transferred and required for graduation.
2. **Undergraduate Student Retention**, the proportion of undergraduate students who continue to be enrolled from one year to the next.
3. **Five-year Graduation Rates**, the percentage of students who begin as freshmen who graduate within five years.

The Legislature also stipulated two additional measures, which differed from one institution to the next:

4. **Faculty Productivity Measure**, a mixture of measures, related to outcomes of faculty work, that are generally different for each institution.
5. **Unique Accountability Measure for Each Institution**, reflective of the mission of each four-year public institution.

This report briefly compares each institution's 1998-99 academic year performance with its own 1998-99 targets, and with its performance from the preceding year. Performance measures for each institution are accompanied by brief explanatory comments that staff has summarized from institutional reports submitted to the HECB.

In the tables that follow each institution's performance on the three common measures is first described, followed by its performance on two institution specific measures. For each school these consist of faculty productivity (a common goal, measured in dissimilar ways by each institution), and a set of measures chosen by the institution itself.

The Higher Education Coordinating Board will next report on accountability to the Legislature on November 15, 2000. Its November report will contain data about the performance of institutions from the 1999-2000 academic year, it will review recent accountability policy initiatives, and it will provide Board recommendations about the future of accountability policy.

<b>Central Washington University</b>					
<i>Common Measures</i>	<b>1995-1996 Baseline</b>	<b>1995-1998 Average</b>	<b>1997-1998 Performance</b>	<b>1998-1999 Target</b>	<b>1998-1999 Performance</b>
<b>Graduation Efficiency Index</b>					
a. Freshmen	91.9%	89.7%	87.9%	92.3%	86.87%
b. Transfers	84.6%	84.5%	83.15%	85.19%	82.40%
<b>Undergraduate Retention (Overall)</b>	74.4%	80.8%	80.3%	76.03%	80.72%
<b>5-Year Freshman Graduate Rate</b>	39.5%	39.8%	38.9%	41.1%	39.3%
<b><i>Institution-Specific Measures</i></b>					
<b>Faculty Productivity</b>					
a. Student Learning Outcomes	1.3%	n/a	32.9%	42.5%	71.2%
b. % Faculty Mentoring Students	14.5%	n/a	26.3%	27.3%	24.12%
c. Student Credit Hours/Per Faculty FTE	1:1000	n/a	1:1007	1:1006	1:1033
<b>Transfer Students With Declared Majors</b>	47.7%	n/a	79.5%	81.0%	76.9%
<b>Minority Graduation Rate</b>	19.9%	n/a	21.6%	20.5%	22.55%
<b>Internship Participation</b>	6.52%	n/a	6.76%	6.88%	7.25%

*Summary: CWU met five accountability targets for the 1998-99 academic year. In each case where a target was met, CWU had also met the target in 1997-98, and continued to improve its performance. The five measures for which targets were met were undergraduate retention rate, percentage of programs with student, ratio of faculty FTE to student credit hours, minority student graduation rate, and percentage of students in cooperative education internships. CWU did not meet targets for either native freshmen or transfer graduation efficiency, native freshmen fifth year graduation rate, or percentage of transfer students with declared majors after three-quarters.*

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## Central Washington University

### *What the Measures Mean*

**Student Learning Outcomes:** Measures the percentage of courses with specifically stated, publicized program learning outcomes.

**% Faculty-Student Mentoring Students:** Measures the percentage of full-time faculty mentoring students in established programs that incorporate a faculty student mentoring relationship (e.g. CWU research symposium, McNair Scholars Program).

**Per FTE Faculty Student Credit Hours/Per Faculty FTE:** The ratio of FTE students to the FTE faculty for IPEDS faculty.

**Transfer Students with Declared Majors:** The percentage of community college transfer students who have declared majors by the end of their third quarter at CWU.

**Minority Graduation Rate:** Number of minority students graduating/all enrolled minority students spring quarter (averaged over three years).

**Internship Participation:** Percentage of students participating in cooperative education internships.

### *Comments On Performance*

#### **Graduation Efficiency**

CWU's Provost has charged the Advising Committee to conduct a comprehensive examination of its programs aimed at helping students progress toward degree completion. CWU expects its efforts to intervene early in students' careers at CWU to improve the graduation rates and efficiencies of their recent cohorts of native freshmen.

#### **Transfer Students with Declared Majors**

CWU's 1998-99 performance was above the adjusted accountability targets for 1999-2000 and 2000-2001, which were based on the three-year moving average. Their tentative conclusion is that the relatively small decline in performance observed during 1998-99 is due to cyclical variation rather than a secular decline in the quality of its advising programs.

<b>Eastern Washington University</b>					
<i>Common Measures</i>	<b>1995-1996 Baseline</b>	<b>1995-1998 Average</b>	<b>1997-1998 Performance</b>	<b>1998-1999 Target</b>	<b>1998-1999 Performance</b>
<b>Graduation Efficiency Index</b>					
a. Freshmen	88.3%	88.1%	87.7%	89.31%	87.5%
b. Transfers	78.3%	78.3%	79.1%	80.06%	77.1%
<b>Undergraduate Retention</b>	86.5%	88.5%	89.3%	89.3%	86.4%
<b>5-Year Freshman Graduate Rate</b>	38.5%	42.1%	47.9%	47.9%	37.3%
<i>Institution-Specific Measures</i>					
<b>Faculty Productivity</b>					
a. Student Credit Hours/FTE Faculty	274	285.6	295.5	<b>n/a</b>	334.6
b. Use of Enrollment Resources	47.0%	<b>n/a</b>	49.6%	<b>n/a</b>	48.8%
<b>Internship/Service Learning Experience</b>	2284	<b>n/a</b>	2653	<b>n/a</b>	
<b>Courses Using Distance Learning Technology</b>	<b>n/a</b>	1.4			10.0

*Summary: From 1997-98 to 1998-99 Eastern Washington University improved in three of eight accountability measures. Measures showing improvement were Student Credit Hours per faculty, number of students involved in internships/service learning experiences, and number of faculty offering two-way video and on-line courses. Eastern did not show improvement on five measures, including graduation efficiency index (freshmen and transfers), undergraduate retention, 5-year freshman graduation rate, and use of enrollment resources.*

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## EASTERN WASHINGTON UNIVERSITY

### *What the Measures Mean*

**Student Credit Hours/FTE Faculty:** A ratio of student credit hours to the number of IPEDS-defined faculty for fall quarter.

**Use of Enrollment Resources:** Total Number of Class Spaces filled divided by the total number of class spaces offered.

**Internship/Service Learning Experience:** Total number of students taking internship or cooperative education and service learning credits.

**Courses Using Distance Learning Technology:** The annual number of courses offered by faculty who use compressed video and/or the worldwide web.

### *Comments on Performance*

#### **Five Year Graduation Rate**

EWU's five-year graduation rate decreased, a predictable change in light of the fact that the freshman retention rate for 1995 was the lowest of the decade.

#### **Graduation Efficiency Index (GEI)**

The GEI for freshmen and transfer students at Eastern has remained relatively constant, and previous efforts to influence change have had minor impact. GEI imperviousness at EWU correlates directly with the university's percentage (25%) of education majors, who regularly take substantive numbers of credits beyond their minimum degree requirements. Efforts are currently underway to improve scheduling and course offering frequencies with the goal of more efficient overall degree completion.

<b>The Evergreen State College</b>					
<i>Common Measures</i>	<b>1995-1996 Baseline</b>	<b>1995-1998 Average</b>	<b>1997-1998 Performance</b>	<b>1998-1999 Target</b>	<b>1998-1999 Performance</b>
<b>Graduation Efficiency Index</b>					
a. Freshmen	91.6%	92.4%	92.2%	92.11%	93.66%
b. Transfers	89.4%	89.8%	90.3%	89.49%	90.97%
<b>Undergraduate Retention (Overall)</b>	73.0%	74.6%	77.1%	75.6%	76.9%
<b>5-Year Freshman Graduate Rate</b>	54.1%	46.9%	49.1%	54.2%	48.2%
<i>Institution-Specific Measures</i>					
<b>Life Long Learning Index</b>	31.82%	<b>n/a</b>	31.83%	32.70%	31.53%
<b>Diversity</b>					
a. Retention, Students of Color (Olympia)	71.0%	75.1%	79.7%	73.9%	79.2%
b. Faculty Development	26.0%	34.0%	42.3%	29.6%	45.2%
c. Student Diversity Learning	3.05	3.2	3.28	3.17	3.21

*Summary: The Evergreen State College exceeded 1998-1999 targets on 6 of its 8 accountability measures. It fell below 2 targets: the five-year freshman graduation rate and the capacity for life-long learning index.*

## THE EVERGREEN STATE COLLEGE

### *What the Measures Mean*

**Life-Long Learning Index:** TESC uses the “Life-long Learning Index” from the College Student Experience Questionnaire (CSEQ) as its faculty productivity measure. This index is a composite measure of students’ estimated gains in learning in 11 areas, including gains in quantitative thinking skills, understanding developments in science and technology, and familiarity with the use of computers.

**Retention:** fall-to-fall retention of students of color (Olympia).

**Faculty Development:** proportion of faculty participating in development work designed to enhance their capacity to understand and work with diverse groups.

**Student Diversity Learning:** Students’ reported gains in “understanding other people and the ability to get along with different kinds of people” (from the CSEQ).

### *Comments on Performance*

#### **Five Year Graduation Rate**

Evergreen anticipated a decline in the freshman graduation rate because of a drop in retention to the sophomore year for the 1994 entering cohort of freshmen. The relationship between freshman-to-sophomore year retention and five-year graduation rates is very strong at Evergreen.

#### **Graduation Efficiency**

Both the freshmen and transfer graduation efficiency measures exceeded targets in 1998-99.

#### **Retention**

Undergraduate fall-to-fall retention came in slightly over the 1998-99 target and was virtually unchanged from the 1997-98 actual (down 0.2%).

#### **Institution-Specific Measures**

Evergreen’s 1998-99 targets were exceeded for each “institution-specific” measure.

<b>Washington State University</b>					
<i>Common Measures</i>	<b>1995-1996 Baseline</b>	<b>1995-1998 Average</b>	<b>1997-1998 Performance</b>	<b>1998-1999 Target</b>	<b>1998-1999 Performance</b>
<b>Graduation Efficiency Index</b>					
a. Freshmen	89.58%	90.2%	90.5%	90.9%	89.5%
b. Transfers	79.83%	81.3%	81.8%	82.59%	80.85%
<b>Undergraduate Retention (Overall)</b>	84.6%	84.6%	84.2%	<b>n/a</b>	83.5%
<b>5-Year Freshman Graduate Rate</b>	55.7%	54.4%	53.2%	55.25%	52.0%
<b><i>Institution-Specific Measures</i></b>					
<b>Faculty Productivity</b>					
a. Student Credit Hours/Faculty FTE	197.1	198.1	198.9	203.0	199.4
b. Individualized Enrollment/Faculty	2.7	2.8	3.0	3.1	3.5
c. Research and Scholarship	79.3%	79.9%	80.5%	80.2%	81.0%
<b>Technology for Learning</b>					
a. Distance Student Credit Hours	17,211	21,680	24,935	24,956	31,774
b. Degree Programs via Distance	3	4	6	8	9
c. Reengineered Courses	7	60	137	183	344
d. Classrooms with Technology	42.4%	48.0%	60%	60%	61.0%

*Summary: Washington State University exceeded its 1998-99 performance targets for 6 measures, including individualized enrollment, research and scholarship, and four measures of technology for learning. The Washington State University fell short of achieving four common accountability targets that it set for 1998-99: freshman graduation efficiency, transfer graduation efficiency, undergraduate retention, and 5-year freshman graduation rate.*

## Washington State University

### *What the Measures Mean*

**Student Credit Hours per Faculty FTE:** Individualized Enrollment/Faculty: Measures the amount of work faculty do with students in the form of supervising undergraduate research, practical, internships, senior theses, private lessons, and independent studies.

**Research and Scholarship:** Measures percent of faculty completing scholarly work. Each department defines what constitutes scholarly works in that field and provides a count of the number of members who have completed work a baseline period of 1-3 years.

**Distance Student Credit Hours:** Credit hours earned through WHETS, EDP, and worldwide web.

**Degree Programs via Distance:** Number of degree programs offered entirely at a distance, though WHETS, EDP, and web.

**Reengineered Courses:** Number of courses reengineered to be asynchronous and technology-based.

**Classrooms with Technology:** Percent of University classrooms equipped to support technology-intensive teaching.

### *Comments on Performance*

#### **Graduation Efficiency Index (GEI)**

The GEI numbers for 1998-99 are not significantly different from those of the previous three years.

#### **Five Year Graduation Rate**

The 1998-99 Five-year Graduation Rate shows no increase over previous years. WSU notes that it is especially concerned with this pattern, and is looking for the causes of this phenomenon and evaluating the effectiveness of existing retention strategies.

#### **Freshman Retention**

WSU sustained the freshman retention rate of the previous year.

#### **Faculty Productivity**

All of WSU's Faculty Productivity measures show increases over the preceding year.

#### **Use Of Technology for Learning**

The number of student credit hours generated by distance education delivered through technology continues to rise, and reflects both increased use of WHETS (interactive video) and more students and courses in upper-division Extended Degree Programs. The category of Technology-equipped Classrooms has grown slowly during the past year because several renovations, and new building that are underway, but not yet complete. WSU expects that this measure will increase next year.

<b>Western Washington University</b>					
<i>Common Measures</i>	<b>1995-1996 Baseline</b>	<b>1995-1998 Average</b>	<b>1997-1998 Performance</b>	<b>1998-1999 Target</b>	<b>1998-1999 Performance</b>
<b>Graduation Efficiency Index</b>					
a. Freshmen	86.8%	86.6%	86.4%	88.03%	87.0%
b. Transfers	80.2%	80.0%	80.6%	81.67%	81.5%
<b>Undergraduate Retention (Overall)</b>	87.2%	86.3%	85.8%	87.6%	84.8%
<b>5-Year Freshman Graduate Rate</b>	52.0%	54.2%	54.7%	52.45%	55.3%
<b><i>Institution-Specific Measures</i></b>					
<b>Faculty Productivity</b>					
a. Individualized Credit/FTE Student	1.424	n/a	n/a	1.450	1.375
b. SCH/Undergrad FTE in Writing Courses	2.030	n/a	n/a	2.101	2.203
c. Undergrad Degrees/Upper Division FTE	0.396	n/a	n/a	0.400	0.566
<b>Hours Scheduled in Computer Labs</b>	8.89	n/a	n/a	9.10	24.90
<b>Advising Contacts Per Student</b>	0.935	n/a	n/a	0.967	1.041

*Summary: Western Washington University fell below its 1998-99 performance targets on graduation efficiency (both for freshman and transfers) and undergraduate retention, while exceeding its five year freshman graduation rate target. Western exceeded one faculty productivity measure, did not achieve a second, and did not report on a third. It exceeded performance goals on two institution-specific measures: advising contacts and computer usage.*

## *Western Washington University*

### *What the Measures Mean*

**Individualized Credit/FTE Student:** Measures number of individual instructional activities per FTE student. Includes internships, work on faculty research projects, and other one-on-one activities.

**SCH/Undergrad FTE in Writing Courses:** Student credit hours per undergraduate FTE in courses designated as principally or specifically writing based.

**Undergrad Degrees/Upper Division FTE:** The number of undergraduate degrees awarded annually per FTE upper division student stipulates a conversion ratio – how many upperclassmen are transitioned into graduates during a particular year. The more students remain as “fifth year seniors” or leave without graduating, the lower the conversion rate.

**Hours Scheduled in Computer Labs:** Measures the number of student hours scheduled in university or departmental computer labs per FTE undergraduate.

**Advising Contacts Per Student:** Total pre-major advising contacts and course selection advising contacts per FTE undergraduate (as reported by Academic Advising Center and Career Services Center).

### *Comments on Performance*

#### **Graduation Efficiency Index (GEI)**

Western Washington University’s Graduation Efficiency Index (GEI) has held essentially constant for more than a decade, indicating near-immunity to institutional change efforts. Western’s performance has improved over its baseline slightly for natives and substantially for transfers. The margin of improvement among transfers represents the greatest change observed over the 12 years that Western has measured the GEI. Western nonetheless did not meet its established targets for the 1998-99 year.

#### **Five-year Graduation Rate**

Western’s five-year graduation rate of 55.3 percent surpasses the 2004 goal set by the state for comprehensive universities. Western has experienced a recent decline in its first-year retention, and will therefore experience a continuing decline in five-year graduation rates over the next four to five years for every student subgroup. Since non-retention is almost always greatest

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after the freshman year, the loss, already sustained, of about seven percent more freshmen than at its peak will be virtually impossible to overcome in the next few years. The greatest dip is expected in 2002.

**Student Retention Rate**

While Western's retention remains high at 84.8 percent, it has declined since its peak during the 1995-96 baseline year. The decline is primarily attributable to decreasing freshman retention. Western is launching new pilot programs that it hopes will reverse this decline.

**Increase Number of Undergraduate Degrees**

Western's analysis of last year's patterns and this year's patterns convinced them that this is a poor measure.

**Increase Individualized Instruction**

Western grew rapidly last year, and its student body became disproportionately lower division. That fact was further exacerbated by the departure of an unusual proportion of upper division students through graduation. Since individualized instruction applies primarily to upper division students, the measure declines when the percentage of lower division students increases.

**Increase Writing-Intensive Instruction**

Western exceeded its target for year 1998-1999.

**Enhancing Undergraduate Instruction through Computer Technology**

Performance in 1999 was higher than in 1998, but the rate of increase was slower than for the previous year. Western believes this is the result of two factors: it is approaching the natural limit for this type of instruction, and the most active area of innovation in the use of information technology is now in the expansion of web-based coursework, rather than in the use of computer laboratories for instruction.

<i>University of Washington</i>					
<i>Common Measures</i>	<b>1995-1996 Baseline</b>	<b>1995-1998 Average</b>	<b>1997-1998 Performance</b>	<b>1998-1999 Target</b>	<b>1998-1999 Performance</b>
<b>Graduation Efficiency Index</b>					
a. Freshmen	89.1%	89.3%	89.4%	89.99%	90.3%
b. Transfers	80.4%	81.3%	81.4%	81.84%	83.3%
<b>Undergraduate Retention (Overall)</b>	86.7%	87.1%	87.4%	87.95%	87.4%
<b>5-Year Freshman Graduate Rate</b>	61.7%	62.9%	63.9%	62.2%	65.8%
<b><i>Institution-Specific Measures</i></b>					
<b>Faculty Productivity</b>					
a. Enrollment Space Used	71.4%	<b>n/a</b>	70.2%	73.41%	76.9%
b. Quality of Instruction	94.5%	<b>n/a</b>	93.7%	95.0%	92.9%
c. Research Funding/Faculty Member	\$197,948	<b>n/a</b>	\$213,530	\$203,946	\$238,845
d. Student Credits Hours/Faculty FTE	202.47	<b>n/a</b>	202.80	204.00	203.50
<b>Instruction</b>					
a. # undergrads with intense research involvement	300		653	345	2,412
b. Individualized Instruction	3.8%		4.0%	4.0%	4.2%
c. Public Service Internships	500		696	725	1,330
d. % undergrads in faculty research	20.7%		22.4	21.3	24.0

**Summary:** *Of the twelve 1998-99 accountability measures, the University of Washington met and improved on ten, held steady on one, and did not reach its target on two: student credit hours per faculty fte, and student satisfaction with learning.*

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## *University of Washington*

### *What the Measures Mean*

**Percent Enrollment Space Used:** The proportion of offered enrollment space (course openings) used (filled through student registration).

**Quality of Instruction:** Percent of students evaluating “amount your learned in the course” as “good or better” (3.0 or above on 5 point scale) on standardized course evaluations.

**Funding for Research per Faculty FTE:** Grants and contracts per faculty FTE (in nominal dollars).

**Student Credit Hours Instructed Per Faculty FTE:** (Hours @ grad level multiplied by 1.5 plus hours @undergraduate level=Student Credit Hours).

**Undergraduate Credits Taken as Individualized Instruction:** Numbers of hours taken as individualized instruction/all undergraduate hours.

**Number of Undergraduates Involved in Research:** Number of students who receive research grants, data provided by Office of Undergraduate Education.

**Percent Undergraduate Credits Taken as Individualized Instruction:** This measures ‘one-on-one’ mentoring opportunities for undergraduates offered by University faculty.

**Number of Undergraduates Involved with Public Service Internships:** Data provided by Carlson Center for Public Service.

**Percent of Undergraduates Reporting a Research Experience with Faculty:** Derived from an annual survey of graduating senior students, provides a measure of the cumulative experience over all undergraduate years.

## *Comments on Performance*

### **Graduation Efficiency Index (GEI)**

Improved advising has resulted in better transfer articulation and student course-taking choices. Advising improvements have been focused on transfer students, especially those who wish to study science and engineering. The much more rapid GEI increase for transfer students compared to students entering as freshman reflects this focus.

### **Undergraduate Retention**

Overall retention remained stable. Retention did not increase, due to a drop in junior class retention. Sophomore and Senior class retention (88.0% and 88.9% respectively) increased, compensating for reduced Junior class retention, while Freshman class retention remained steady at 86.4%.

### **5 Year Graduation Rate**

There has been a long-term increase in the five-year graduation rate from 49.9% in 1981 to 65.8% in 1998-99. This long-term trend is due to a number of factors, including improved course access and higher admission standards. The five-year graduation rate has probably reached its peak.

### **Faculty Productivity**

There was a reduction (92.9% from 93.7%) of the percent of students evaluating Quality of Instruction as good or better. Efforts are now underway to better understand why student evaluation of the quality of instruction has fallen and what actions should be taken to reverse this trend.

# MASTER PLAN IMPLEMENTATION

## Progress Report

March 2000

### BACKGROUND

In January, when the Higher Education Coordinating Board officially presented the 2000 Master Plan for Higher Education to the Legislature for adoption, the Board's Master Plan subcommittee began to function as the Strategic Planning subcommittee. The purpose of the subcommittee is to monitor the implementation of the plan, to regularly reassess the Board's goals, and to recommend to the full Board revisions of the goals and strategies as needed.

Since then, at the subcommittee's direction, the HECB staff has begun to develop work plans to implement the Master Plan goals. The staff met with the subcommittee in February to review the preliminary work plans. This report outlines initial progress on a variety of Master Plan initiatives.

This report summarizes recent legislative and HECB activities related to the 2000 Master Plan. It is for information only; no Board action is required at this meeting.

### **Legislature Approves Master Plan through Senate Concurrent Resolution 8425**

The Legislature approved the 2000 Master Plan for Higher Education during the regular session, which ended on March 9. Engrossed Substitute Senate Concurrent Resolution 8425 adopts the Master Plan and directs the HECB to:

1. Reexamine assumptions regarding projected upper-division and graduate enrollments, and reexamine the role of the community and technical colleges in meeting the postsecondary education needs of a significant portion of Washington's population;
2. Reexamine assumptions about the capital needs of the community and technical colleges and the four-year institutions of higher education, including their branch campuses;
3. In consultation with the Office of Financial Management and in collaboration with legislative committees and public and independent institutions;
  - Prepare an enrollment accommodation plan;
  - Contemplate various enrollment growth scenarios;
  - Identify related operational and capital budget needs; and
  - Examine alternatives to address the identified budget needs.
4. Communicate regularly with the appropriate legislative committees and the governor regarding the assigned tasks and report back with results and findings before developing budget recommendations for the 2001-03 biennium.

Work on several of these issues began earlier this year as part of the overall Master Plan implementation process. In particular, the staff has begun a review of student enrollment

patterns to better understand the causes and implications of lower-than-expected enrollment during fall 1999 at several baccalaureate campuses.

Following is a brief overview on work underway on 2000 Master Plan initiatives.

### **GOAL AREA 1**

#### **Associate Transfer and Baccalaureate Degrees, Fundamental Student Learning Outcomes and Performance Measures**

The Master Plan calls for a “learner-centered” system of higher education that makes learning more accessible and more convenient. A staff work group is exploring the creation an individualized, competency-based degree that would permit students to organize their education where and when it suits their needs. This degree option would provide non-traditional students with an important new pathway to pursue their studies, much as the General Education Development (GED) degree adds flexibility for students who seek a K-12 credential.

HECB staff and the public institutions are exploring two partnerships for pilot-testing the new degree, each of which would involve a four-year and two-year institution. A baccalaureate degree would be obtained by students who demonstrate general skills and competency in their chosen academic discipline.

### **GOAL AREA 2**

**“GET Incentive” Program:** The purpose of the project is to establish a program that will communicate the value of postsecondary education and the importance of both academic and financial planning for college. The Board and staff are attempting to:

- Determine how to structure the college savings feature in a way that works most favorably for families and for the state;
- Develop plans to communicate with students and parents about the value of higher education and the importance of academic and financial preparation; and

Devise a plan to inform the Legislature and Governor of the plan and, when appropriate, seek their support. This project will be closely coordinated with the HELLO Network, existing GET communications initiatives, the GEAR UP program, and other HECB outreach to students and families.

**K-16 Partnership Innovation:** The purpose of this initiative is to build strong, new connections among high schools, colleges, and universities. This effort includes expanding the number of school districts involved in the Competency-based Admissions Standards Project.

Key steps include submission of a proposal to the Pew Charitable Trusts for \$800,000 plus matching funds to expand participation by K-12 schools in the Competency-based Admissions Project. The proposed project would bring together high school teachers and college faculty to

determine consistent methods for assessing student performance. Staff are exploring a summer institute model that would convene faculty over three continuous years.

### **GOAL AREA 3**

**The HELLO Network:** The purpose of the “HELLO” (Higher Education Lifelong Learning Opportunity) Network is to enable students and parents to make wise and efficient education choices. The Network will empower citizens to make the best use of available learning pathways by providing information about higher education in clear, culturally appropriate terms. Strategies may include:

- An easy-to-understand coordinated on-line information bank, which would be marketed to students, families, counselors and others.
- Print and media materials that convey the value of higher education and provide an engaging introduction to the state’s opportunities for lifelong learning.
- Improved outreach and recruitment efforts by individual schools through multi-institutional, multi-agency cooperation and coordination.
- Expansion of education opportunity to under-served populations, including minorities, people in rural communities, and adults with retraining needs.

The primary costs associated with performing the work will be for marketing and for database/Web development. However, because the possibilities of the HELLO Network are unlimited, staff are developing a phased implementation approach to this that could be scaled based on the availability of resources.

### **GOAL AREA 4**

**E-learning Training:** This project is designed to help colleges and universities incorporate technology into their teaching, student services, and instructional planning. Strategies include development of an inventory of current practices, establishment of system-wide training goals and coordination of inter-institutional opportunities.

An E-learning Training Advisory Team met for the first time on March 24. Team members were designated through the provost’s offices at the public baccalaureate institutions and through the State Board for Community and Technical Colleges. All have expressed enthusiasm for this approach. HECB staff will coordinate the group efforts to facilitate inter-institutional, cross-sector training, and to leverage expertise and funding.

Under current plans, the inventory would be conducted during the current academic year; goals, cost projections and a training plan would be developed by January 2001; and pilot training projects would start by June 2001.

## GOAL AREA 5

### **Rules Analysis and Opportunity Zones**

This project is designed to determine how existing regulations or practices at the state and institutional levels could be changed to better meet students' needs.

The project includes the following tasks:

- Meet with university and college administrators, faculty, and students to explain the project.
- Determine whether HECB regulations or practices should be changed to better serve statewide interests and meet student needs.
- **Consideration of the Board's** recommended action for incorporation into the HECB's 2001-2003 budget recommendations and 2001 legislative priorities.

The work group will collaborate with the colleges and universities and with and faculty and student organizations. It is possible that state laws or HECB administrative rules may be needed to implement some pilot projects. These changes will be identified as part of the work group's review of proposed solutions.

**Centers of Excellence:** The 2000 HECB Master Plan proposes to recognize and support outstanding achievement in teaching, research, and public service in Washington state public colleges and universities.

The Centers of Excellence work team has undertaken two projects to date. First, it has surveyed other state higher education coordinating agencies about their experience with "centers of excellence." Some of the findings from this survey include the following:

- Of the 19 states that responded to our inquiry, five presently administer a program that rewards designated centers of excellence.
- All allocate public funds to centers of excellence.
- In four of these five states, the program's chief aim is to promote regional or statewide economic development. Each university is required to operate one center of excellence, or funds are earmarked only for regional universities.
- In general, state *coordinating* agencies have not attempted to establish centers of excellence.

Second, the HECB staff is exploring the best organizational entity to house the program. Discussions have included the Strategic Planning subcommittee and the Office of the Attorney General. By April 30, the workteam will complete preliminary discussions with two- and four-year college representatives. It will report the results of its national and statewide discussions at the May 25 Board meeting.

**BIENNIAL REPORT ON INSTITUTIONAL DEGREE PROGRAMS:  
Two-year Plans, Recently Approved Programs, and Program Review**

March 2000

**EXECUTIVE SUMMARY**

**BACKGROUND**

In keeping with the Higher Education Coordinating Board's new *Guidelines for Program Planning, Approval, and Review*, this combined report includes recommendations on the following:

- *2000-2002 Program Plan*
- *1999 Enrollments in Recently Approved New Degree Programs*
- *1998-1999 Program Reviews*

At this time, the Board is requested to take action on this combined report, which will be used in the evaluation of institutional budget requests, and ongoing accountability and assessment initiatives of the Board and the institutions.

**KEY POINTS IN THIS PROGRAM PLANNING CYCLE**

During **2000-2002** the institutions propose to initiate **142 programs at approximately 30 locations**. Based on the information provided, **117 are recommended for pre-approval status**. The remaining 25 are recommended for return to the institutions for further development. Most programs are *existing* programs that will be extended to new sites. Four institutions report the intent to terminate programs; all institutions proposed delivering some programs via e-learning technologies.

<b>2000-2002 PROGRAM PLAN SUMMARY</b>			
<b>Institution</b>	<b>Programs</b>	<b>Pre-approval</b>	<b>Returned to institution for further development</b>
UW	61	46	15
WSU	24	21	3
CWU	29	26	7
EWU	15	15	0
TESC	2	2	0
WWU	7	7	0
<b>TOTAL</b>	<b>142</b>	<b>117</b>	<b>25</b>

This biennial program plan supports HECB policies and goals in a number of ways:

- Several institutions will partner with community colleges in offering two-plus-two programs;
- All of the institutions intend to use technology in the delivery of their programs; and
- Several proposed programs would meet the escalating needs for highly trained people in health, engineering, information technology, and education.

## RECENTLY APPROVED NEW DEGREE PROGRAMS

HECB staff reviewed enrollment data for degree programs approved by the Board during the last five years and in branch campus programs. Programs initiated in fall 1994 or earlier are expected to have achieved full enrollment by fall 1999. During the last two years, institutions have added 44 new programs. Fewer than half of new programs approved before 1994 have met full enrollment targets; several of them are slated for termination or suspension.

## EXISTING PROGRAM REVIEW

During the **1998-1999 academic year**, the four-year institutions **reviewed a total of 56 degree programs**. Generally, the reviews indicate **steady graduation rate, and strong enrollment**. The reviews also reveal the need to solidify the **connection between assessment of student learning outcomes and program improvement** for all programs at all campuses. In addition, the reviews reflect a broad range of accomplishments, including significant grant awards, exceptional department performance, and targeted student program evaluation.

## PROGRAM PLAN RECOMMENDATIONS

1. The Board grants “pre-approval” status or returns programs to the institutions for further development, as outlined in this report.
2. The Board grants “pre-approval” status to the statewide program in computer and information technology proposed by the University of Washington with the proviso that the full proposal for this program will include an organizational structure and plan for collaborating with other institutions in the delivery of the program.
3. The Board grants “pre-approval” status to the Master of Social Work degree programs at multiple sites proposed by Eastern Washington University and the University of Washington, with the proviso that the two program providers will develop a coordinated plan for delivering the program throughout the state.

4. The Board grants “pre-approval” status to the Bachelor of Science in Nursing degree programs at multiple sites proposed by the University of Washington at Bothell and Washington State University, with the proviso that the two program providers will develop a coordinated plan for delivering the Bachelor of Science in Nursing throughout the state.
  
5. Consistent with its policy on doctoral degree programs at branch campuses, the Board requests Washington State University undertake studies to determine whether extraordinary circumstances exist to justify establishing the following proposed programs: Doctor of Design at WSU Spokane and Doctor of Education field-based cohort pilot program through WSU Pullman, WSU Tri-Cities, and WSU Vancouver.

#### **RECENTLY APPROVED NEW DEGREE PROGRAM RECOMMENDATION**

In keeping with the state’s accountability initiatives and the Board’s existing program review standards, the Board requests that the institutions: a) review their degree programs initiated before 1994 that have not met full enrollment targets by fall 1999; and b) report to the Board by August 31, 2000, strategies to address enrollment gaps: adjustments of enrollment targets, program revisions, or elimination.

#### **EXISTING PROGRAM REVIEW RECOMMENDATION**

In light of the state’s commitment to and investment in student learning outcomes assessment, the Board requests that each public four-year institution incorporate this evaluation in each program review it conducts.

## BIENNIAL REPORT ON INSTITUTIONAL DEGREE PROGRAMS: Two-year Plans, Recently Approved Programs, and Program Review

March 2000

### BACKGROUND

In keeping with the Higher Education Coordinating Board's new *Guidelines for Program Planning, Approval, and Review*, this agenda item presents a combined report on the following:

- *2000-2002 Program Plan*
- *1999 Enrollments in Recently Approved New Degree Programs*
- *1998-1999 Existing Program Reviews*

At this time the Board is requested to take action on this combined report, which will be used in the evaluation of upcoming institutional budget requests and on-going accountability and assessment initiatives of the Board and the institutions.

### Process

The Board requires degree programs at the public four-year institutions to undergo a three-stage process:

1. **Program Plan:** At the early, "preapproval" stage of program planning, the institution includes basic information on program location, need, enrollments, funding, and delivery in its program plan. These plans are submitted for Board review every two years in January. They also are reviewed by the public and independent institutions.

Based on the basic information, the Board makes one of three recommendations:

- a) Grant **pre-approval** status, which indicates that the institution may develop a program proposal for Board consideration;
- b) **Return** program to the institution for further development; or
- c) **Disapprove** the development of the proposed program (the program may be redundant, demonstrate no demand, or conflict with Board policy on degree programs).

Changes to the Program Plan are made every two years, and the HECB Executive Director may grant exceptions to the program planning process in extraordinary cases.

2. **Program Proposal:** This second, more detailed review of proposed programs is called the "program approval" stage, and focuses on issues of Board priority: a) detailed justification and need for program, b) assessment and diversity plans, cost-effective use of resources, and c) uses of technology in program delivery. Program proposals are submitted for Board review at least six months prior to the program's start date. However actual "turn-around" for complete program proposals is two to three months. In the event that a program requires immediate approval, the HECB executive director may waive the full program review process.

3. **Program Review:** This third stage includes two on-going reviews, which are reported to the Board every two years in January:
  - a) Monitoring fall enrollments in branch campus programs and programs recently approved by the Board to determine whether the programs have met enrollment goals; and
  - b) Program reviews conducted by the institutions on a 5-10 year cycle, to determine whether programs have met enrollment goals, have achieved desirable graduation rates, and have met other goals.

Based on the outcomes of these reviews, the Board may initiate a review of low-output programs.

### **State and Institutional Benefits of Program Planning**

The current process — Program Plan, Program Proposal, and Program Review — benefits higher education policy-makers and planners, and new and existing programs.

- **Systemwide Coordination.** The Program Plan provides an overall picture of the types of programs the institutions are planning to develop over the longer term. This helps the Board assess how well state needs are being addressed. It also provides opportunities for institutions to develop collaborative programs.
- **Enhanced Program Quality.** Review of the Program Proposal by expert reviewers, other Washington institutions, and HECB staff leads to enhancements in both the proposal and program itself. Through its requirements for the Program Proposal (e.g., documentation of need, diversity and assessment plans, budgets, use of technology, student learning outcomes assessment), the Board emphasizes its priorities to the institutions and ensures that new programs are responsive to specific issues of importance to the Board and the state.
- **Effective Implementation of Public Policy.** Program Review information contributes to the Board's ability to advocate effectively for increased state expenditures for high-quality programs, and for funds to improve essential programs that need to be upgraded. It increases the Board's understanding of the degree programs offered in the state, which form the basis for policy decisions and recommendations on institutional budgets. Program Review also helps identify struggling or duplicative programs that may require further study and action by the institution and the Board.

## **2000 – 2002 PROGRAM PLAN**

### **Key Points**

***Review of Program Proposals:*** This program planning cycle is the seventh since the Board requested institutions to submit program plans for Board review. Each new program proposed to start in 2000-2002 is briefly described and will be considered by the Board for pre-approval, disapproval, or returned to the institution for further development. Each new program proposed to start in 2003 or 2004 is identified by degree title and proposed location, as an information item to be shared with the Board and the institutions.

**Prior Board Program Approval Actions:** In April 1998, the Board pre-approved 102 degree programs for further development by the institutions. Since that meeting, the Board has approved 43 of those programs.

**Proposed Program Plan:** During the 2000-2001 and 2001-2002 academic years, the public baccalaureate institutions propose to initiate 142 programs at about 30 locations. Based on the information provided, 117 are recommended for pre-approval status and 25 are recommended for return to the institutions for further development. Appendix A presents a recommendation for each program, and Appendix B provides a description and staff evaluation of each program. An inventory of future planned programs is included in Appendix C.

<b>2000-2002 PROGRAM PLAN SUMMARY</b>			
<b>Institution</b>	<b>Programs</b>	<b>Pre-approval</b>	<b>Returned to institution for further development</b>
UW	61	46	15
WSU	24	21	3
CWU	33	26	7
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WWU	7	7	0
<b>TOTAL</b>	<b>142</b>	<b>117</b>	<b>25</b>

**Program Terminations/Suspensions:** Four institutions reported that they had or were in the process of terminating or suspending a total of 14 programs: eight at WSU, three at EWU, two at WWU, and one at CWU. The UW and TESC reported no program terminations for 1998-2000.

### **Program Review Process and Analysis**

**Process:** The HECB received institutional program plans in January 2000. In February, staff forwarded copies of the plans to the public and independent four-year institutions and the State Board for Community and Technical Colleges for review and comment. Comments on the plans have been received from Gonzaga University and Saint Martin's College, and these have been incorporated into the document.

**Analysis:** Staff evaluation of each degree program focused on several major areas of analysis:

- Program duplication
- Need for program
- Uses of technology
- Multi-institutional, collaborative degree offerings
- Statewide program delivery

Each of these areas is emphasized in the Board's *Program Guidelines, K-20 Network Programming and Location Plan, 1998 Program Plan, Spokane-area Higher Education Services Study, and 2000 Master Plan*. Based on this analysis, it is evident that this biennial program plan supports the Board's policies in numerous ways:

- Several institutions will offer programs at multiple sites throughout the state;
- All of the institutions intend to use technology to deliver their programs at sites throughout the state;
- EWU and WSU Spokane will offer complementary and collaborative programs;
- UW is proposing to offer a program on a statewide basis;
- CWU is partnering with several community colleges in offering two-plus-two programs;
- Several proposed programs will meet the escalating demand for highly trained people in health, information technology related fields, and education; and
- In the future, more and more programs will be offered via e-learning technologies.

This program plan, however, presents two concerns that should be resolved in the months ahead.

**Doctoral Proposals in the Program Plan.** The first concern is WSU's proposal to offer doctoral degrees at the branch campuses; the Doctor of Design at WSU Spokane and the Doctor of Education field-based cohort pilot program through WSU Pullman, WSU Tri-Cities, and WSU Vancouver. Current HECB policy regarding doctoral degrees on branch campuses (Resolution 97-07) states that such degrees should be limited to "...the two campuses of the University of Washington and Washington State University." Current Board policy further states "...that exceptions to that policy may be granted in rare instances when extraordinary circumstances arise." WSU is aware of this policy and is committed to preparing a full proposal that fulfills the HECB policy expectations.

**Master of Social Work Proposals.** The second concern is EWU's and UW's proposals to offer the Master of Social Work at multiple locations and UW Bothell's and WSU's proposals to offer the Bachelor of Science in Nursing at multiple locations. In some instances, the same program is proposed by both institutions at the same location. Current HECB policy regarding the delivery of degree programs in several communities statewide (*K-20 Network Programming and Location Plan*) states that "...there appear to be fruitful areas for developing collaborative, multi-institutional programs." The program providers are aware of this concern and have already engaged in conversations.

## PROGRAM PLAN RECOMMENDATIONS

1. The Board grants "pre-approval" status, or returns programs to the institutions for further development, as outlined in this report.
2. The Board grants "pre-approval" status to the statewide program in computer and information technology proposed by the University of Washington with the proviso that the full proposal for this program will include an organizational structure and plan for collaborating in the delivery of the program with other institutions.

3. The Board grants “pre-approval” status to the Master of Social Work degree programs at multiple sites proposed by Eastern Washington University and the University of Washington, with the proviso that the two program providers will develop a coordinated plan for delivering the Master of Social Work throughout the state.
4. The Board grants “pre-approval” status to the Bachelor of Science in Nursing degree programs at multiple sites proposed by the University of Washington at Bothell and Washington State University, with the proviso that the two program providers will develop a coordinated plan for delivering the Bachelor of Science in Nursing throughout the state.
5. Consistent with its policy on doctoral degree programs at branch campuses, the Board requests Washington State University to undertake studies to determine whether extraordinary circumstances exist to justify establishing the following proposed programs: Doctor of Design at WSU Spokane and Doctor of Education field-based cohort pilot program at WSU Pullman, WSU Tri-Cities, and WSU Vancouver.

## **RECENTLY APPROVED NEW DEGREE PROGRAMS**

Enrollment data have been collected to monitor fall 1999 enrollments in new degree programs approved by the Board during the last five years. The data also include 1999 enrollments in all branch campus degree programs, regardless of approval date. Actual enrollments are compared to the initial enrollment level projected by each institution. Programs initiated in fall 1994 or earlier are expected to have achieved full enrollment by fall 1999.

Appendix D provides enrollment data and the following picture of new program activity by public four-year institutions in Washington State:

- 44 new programs have been added in the last two years.
  - 19 at WSU
  - 8 at UW
  - 6 at EWU
  - 6 at CWU
  - 4 at WWU
  - 1 at TESC
- New degree programs are fairly evenly distributed at main campus, branch campus, and off-campus locations.
- About two-thirds of new degree programs are undergraduate offerings.
- About two-thirds of new programs are “existing” degree programs offered at new locations rather than “new” degree programs offered for the first time.
- The most popular fields of study are in health, information technology/engineering related fields, and education.
- More than half of new programs approved before 1994 had not met full enrollment targets.

Generally, the increased program activity of Washington's public four-year institutions reflects growth on the main and branch campuses, the establishment of off-campus centers, and pressure from previously unserved or under-served communities for access to higher education. Much of this additional growth and demand is being met by using multiple instructional delivery technologies.

There may be cause for concern regarding those programs that have not met their full enrollment targets. However, the institutions have reported that they have or will terminate or suspend those programs in question, or lower target enrollment targets.

### **RECENTLY APPROVED NEW DEGREE PROGRAM RECOMMENDATION**

In keeping with the state's accountability initiatives and the Board's existing program review standards, the Board requests that the institutions: a) review their degree programs initiated before 1994 that have not met full enrollment targets by fall 1999; and b) report to the Board by August 31, 2000 strategies to address enrollment gaps: adjustments of enrollment targets, program revisions, or elimination.

### **EXISTING PROGRAM REVIEW**

Each institution is responsible for determining the appropriate process and schedule for program review. After the institutional program review has been completed, a program review summary is submitted to HECB staff for review. This summary is to include the following information:

1. Degree program title
2. Year of last review
3. Documentation of continuing need
4. Assessment information relating to student learning outcomes and program effectiveness
5. Plans to improve the quality and productivity of the program
6. Data on number of majors and degrees granted in the last three academic years
7. Number of FTE faculty and graduate assistants who teach in the department

During 1998-1999, the public baccalaureate institutions reviewed 56 programs. Appendix E provides an inventory of these institutional reviews. Generally, the reviews indicate steady enrollments and degrees granted.

The reviews also reveal that the connection between assessment of student learning outcomes and program improvement has progressed at several of the campuses. The Evergreen State College did an exemplary job of making this connection in reviewing all areas of its curriculum. Western Washington University and Central Washington University excelled in this area as well.

In terms of program assessment, the reviews demonstrate the institutions' commitment to make programmatic improvements based on revisions to policies and practices and student feedback. Last year, Washington State University adopted a standard set of policies and procedures for program review to be used by all programs. The University of Washington's Office of Student

Services hosted a “Speak Out” session to which Jackson School of International Studies undergraduates were invited. These students met with faculty to discuss what they liked and did not like about their programs. The event generated many good ideas related to enhancing communications and building community – expanded use of email networks, expanded orientation, with social as well as academic objectives, for new majors, and a long-term goal of an undergraduate lounge.

In addition, the reviews serve as a wonderful platform for sharing accomplishments. For example, as recognition of the quality and future potential of Western’s Chemistry Department, the Research Corporation and the Murdock Charitable Trust invited the Department to apply for a six-year \$750,000 Departmental Development Grant. Its purpose is to support a department with exceptional potential and transform it into one of the strongest undergraduate programs in the nation. Finally, at Western there is an increased emphasis in establishing an “undergraduate research culture” among undergraduate programs.

### **EXISTING PROGRAM REVIEW RECOMMENDATION**

In light of the state’s commitment to and investment in student learning outcomes assessment, the Board requests that each public four-year institution incorporate this evaluation in each program review it conducts.

### **APPENDICES**

- Appendix A Program Recommendations
- Appendix B Program Plan Details
- Appendix C Future Programs
- Appendix D Program and Enrollment Data
- Appendix E Existing Program Reviews

**RESOLUTION NO. 00-06**

WHEREAS, The Higher Education Coordinating Board adopted the Guidelines for Program Planning, Approval, and Review in September 1992; and

WHEREAS, The Guidelines requested the public four-year institutions to submit to the Board information on new degree programs presently being considered for development and/or existing programs considered for a new location; and

WHEREAS, The Guidelines requested information on enrollments in recently approved new degree programs and all branch campus programs; and

WHEREAS, The Guidelines requested information on the most recent institutional existing program reviews; and

WHEREAS, The Guidelines requested information on programs that institutions have reviewed for elimination; and

WHEREAS, All six of the public four-year institutions have submitted information on all of the above items; and

WHEREAS, The independent four-year institutions, other education agencies, and the public four-year institutions have had an opportunity to review these program plans and comment upon them;

THEREFORE, BE IT RESOLVED That the Board approves the staff report and recommendations included in the March 30, 2000 document entitled: *Biennial Report on Institutional Program Plans, Recently Approved Programs, and Program Review*.

Adopted:

March 30, 2000

Attest:

\_\_\_\_\_  
Bob Craves, Chair

\_\_\_\_\_  
Gay Selby, Vice Chair

<b>Inst.</b>	<b>Location</b>	<b>Degree Program</b>	<b>Pre-Approve</b>	<b>Dis-Approve</b>	<b>Returned incomplete</b>	<b>Appendix Page</b>
UW	Bellevue/Redmond	M Management	X			B – 5
UW	Bothell	BA Global Studies, BA Science, Technology and the Environment, BA Society, Ethics and Human Behavior.	X			B – 7
UW	Bothell	BS Environmental Science	X			B – 6
UW	Bothell	MA Culture Studies	X			B – 4
UW	Bothell	MA Public Policy	X			B – 6
UW	Bothell	MBA	X			B – 3
UW	Bothell	MS Computing and Software Systems	X			B – 4
UW	Distance Learning	BS Computer Science			X	
UW	Distance Learning	BS Construction Management			X	
UW	Distance Learning	M Applied Math			X	
UW	Distance Learning	M Library & Information Science			X	
UW	Distance Learning	MA Communications			X	
UW	Distance Learning	MS Construction Management			X	
UW	Distance Learning	MS Engineering			X	
UW	Distance Learning	MS Technical Writing			X	
UW	Mt. Vernon, Bellingham and/or Everett	M Social Work	X			B – 18
UW	Port Angeles	BS Nursing	X			B – 8
UW	Port Townsend	BS Nursing	X			B – 8
UW	Seattle	B Software and Computer Systems	X			B – 13
UW	Seattle	B Software and Information Systems	X			B – 14
UW	Seattle	BA, MA, and Ph.D. Digital Arts	X			B – 1
UW	Seattle	BS and MS Electrical Engineering	X			B – 12
UW	Seattle	BS History and Philosophy of Science	X			B – 3
UW	Seattle	BS Informatics	X			B – 15
UW	Seattle	BS Materials Science and Engineering	X			B – 13
UW	Seattle	BS Technical Communications	X			B – 14
UW	Seattle	D Pharmacy/MBA			X	
UW	Seattle	D Pharmacy/Physician Assistant			X	
UW	Seattle	D Pharmacy/Public Health			X	
UW	Seattle	DDS/PhD Academic Dentistry	X			B – 9
UW	Seattle	M Biomedical and Health Informatics	X			B – 16
UW	Seattle	M Design Studies Architecture	X			B – 1
UW	Seattle	M Economics	X			B – 2
UW	Seattle	M Public Health			X	
UW	Seattle	M Rehabilitation Counseling	X			B – 17
UW	Seattle	MA Spanish	X			B – 2
UW	Seattle	MS Demography and Social Research	X			B – 1
UW	Seattle	MS Medical Education & Informatics	X			B – 16
UW	Seattle	MS Pharmaceutical Science			X	
UW	Seattle	MS Public Health Genetics			X	
UW	Seattle	MS Technical Communication	X			B – 11
UW	Seattle	PhD Biomedical Health	X			B – 16
UW	Seattle	PhD Information Science	X			B – 15
UW	Seattle	PhD Nanotechnology	X			B – 10
UW	Seattle	PhD Public Health Genetics			X	
UW	Seattle	PhD Technical Communication	X			B – 10

UW	Skagit Valley	BS Nursing	X			B – 8
UW	Statewide	B Computing and Information Tech.	X			B – 12
UW	Tacoma	BA Allied Health	X			B – 21
UW	Tacoma	BA Urban Policy Studies	X			B – 22
UW	Tacoma	BS Computing and Software Systems	X			B – 12
UW	Tacoma	M Management	X			B – 21
UW	Tacoma	MA Environmental Science	X			B – 20
UW	Tacoma	MA Interdisciplinary Studies	X			B – 20
UW	Toppenish (Heritage College)	M Social Work	X			B – 18
UW	Vancouver, possibly, plus Centralia and/or Aberdeen	M Social Work	X			B – 19

<b>Inst.</b>	<b>Location</b>	<b>Degree Program</b>	<b>Pre-Approve</b>	<b>Dis-Approve</b>	<b>Returned incomplete</b>	<b>Appendix Page</b>
WSU	Centralia C.C. Vancouver-Clark C.C., Lower Columbia C.C.	BA Elementary Education	X			B – 30
WSU	Colville, Gray’s Harbor, Longview, Moses Lake, N. Idaho, Omak, Port Angeles, Pullman, Walla Walla	BS Nursing	X			B – 25
WSU	Colville; Gray’s Harbor; Longview; Moses Lake; Omak; Pullman; Tri-Cities, Walla Walla; Wenatchee	M Nursing	X			B – 34
WSU	Montana	BA Hotel & Restaurant Admin.			X	
WSU	NW Indian College, Lummi Indian Res.	BA Elementary Education	X			B – 26
WSU	Pullman	BS Natural Resource Economics	X			B – 26
WSU	Pullman	M Architecture	X			B – 33
WSU	Pullman, Spokane, Tri-Cities, Vancouver	BS Earth System Science			X	
WSU	Pullman, Tri-cities, Vancouver, & Distance Ed.	D Education (Ed.D.) for School Administration: A Pilot for a Field- based Program	Pending			B – 32
WSU	Pullman; Spokane & Burien	MA Leadership and Organizational Studies	X			B – 33
WSU	Spokane	BS Manufacturing Engineering	X			B – 24
WSU	Spokane	BS Natural Resource Sciences	X			B – 24
WSU	Spokane	D Design	Pending			B -
WSU	Spokane	MS Health Care Informatics	X			B – 32
WSU	Spokane	MS Natural Resource Sciences	X			B – 35

WSU	Vancouver	BA Anthropology	X			B – 28
WSU	Vancouver	BA History	X			B – 29
WSU	Vancouver	BA Women’s Studies	X			B – 23
WSU	Vancouver	BS Engineering Technology	X			B – 30
WSU	Vancouver	M Accountancy			X	
WSU	Vancouver	M Management Information Systems	X			B – 31
WSU	Vancouver	MA History	X			B – 36
WSU	Vancouver	MA Human Services	X			B – 31

<b>Inst.</b>	<b>Location</b>	<b>Degree Program</b>	<b>Pre-Approve</b>	<b>Dis-Approve</b>	<b>Returned incomplete</b>	<b>Appendix Page</b>
CWU	Ellensburg	BA Advertising	X			B – 47
CWU	Ellensburg	BA Ed Interpreter/American Sign Language			X	
CWU	Ellensburg	BA Ethnic Studies	X			B – 45
CWU	Ellensburg	BA Film & Video Studies			X	
CWU	Ellensburg	BS Environmental Geoscience	X			B – 43
CWU	Ellensburg	MS Teaching	X			B – 44
CWU	Ellensburg, Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima	BS Law and Justice	X			B – 46
CWU	Ellensburg, Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima	MS Law and Justice	X			B – 46
CWU	Ellensburg, SeaTac, Wenatchee, Yakima	M Teaching			X	
CWU	Ellensburg, Lynnwood, Steilacoom	Med Master Teacher/Instructional Technology	X			B – 38
CWU	Lynnwood, Steilacoom, Wenatchee, Yakima	BA Elementary Education			X	
CWU	Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima	BA Public Relations			X	
CWU	Lynnwood	BS Construction Management	X			B – 39
CWU	Lynnwood, Moses Lake	BS Community Health/Chemical Dependency	X			B – 40

CWU	Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima	BS Community Health	X			B – 40
CWU	Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima	BS Fitness and Sport Management	X			B – 48
CWU	Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima	BS Leisure Services	X			B – 41
CWU	Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima	BS or BA General Studies	X			B – 43
CWU	Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima	BS/MS Physical Education, Health Education & Leisure Services/Fitness & Sport Management			X	
CWU	Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima	MEd Administration	X			B – 37
CWU	Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima	MEd Master Teacher	X			B – 37
CWU	Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima	MS Physical Education, Health Education and Leisure Services/ Leisure Services	X			B – 41
CWU	Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima	MS Physical Education, Health Education, and Leisure Services/Physical Education Teaching	X			B – 42

CWU	Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima	MS Physical Education, Health Education, and Leisure Services/Health Education - Health Promotion	X			B – 43
CWU	Lynnwood, Moses Lake, SeaTac, Wenatchee, Yakima	MS Physical Education, Health Education, and Leisure Services/Addictionology	X			B – 42
CWU	Lynnwood, Moses Lake, SeaTac, Wenatchee.	BS Safety and Health Management	X			B – 38
CWU	Lynnwood, SeaTac	BS Mechanical Engineering Technology	X			B – 45
CWU	Lynnwood, SeaTac, and Steilacoom	BS Family and Consumer Sciences Education	X			B – 47
CWU	Moses Lake, SeaTac, Wenatchee.	BS Industrial Technology	X			B – 39
CWU	Moses Lake, SeaTac.	BS Flight Technology	X			B – 39
CWU	Moses Lake, Wenatchee	BA Law and Justice	X			B – 44

<b>Inst.</b>	<b>Location</b>	<b>Degree Program</b>	<b>Pre- Approve</b>	<b>Dis- Approve</b>	<b>Returned incomplete</b>	<b>Appendix Page</b>
EWU	Cheney	BA Education/Early Childhood Special Education	X			B – 87
EWU	Cheney	BA Multimedia Programming and Development	X			B – 79
EWU	Cheney	BS Biotechnology	X			B – 84
EWU	Cheney	BS Environmental Science	X			B – 81
EWU	Cheney	BS Exercise Science	X			B – 91
EWU	Cheney	BS Athletic Training	X			B – 76
EWU	Cheney	MS Recreation	X			B – 89
EWU	Cheney and Spokane	BA Accounting Information Systems	X			B – 73
EWU	Everett/North Puget Sound	M Social Work	X			B – 66
EWU	Pierce College	BS Dental Hygiene	X			B – 50
EWU	Shoreline Community College	BS Dental Hygiene	X			B – 49
EWU	Spokane	MS Psychology Mental Health Counseling and School Counseling	X			B – 52
EWU	Vancouver, WA	M Social Work	X			B – 58
EWU	Yakima	M Social Work	X			B – 70

<b>Inst.</b>	<b>Location</b>	<b>Degree Program</b>	<b>Pre-Approve</b>	<b>Dis-Approve</b>	<b>Returned incomplete</b>	<b>Appendix Page</b>
WWU	Bellingham	BA Biological Psychology	X			B – 92
WWU	Bellingham	BA Financial Economics	X			B – 94
WWU	Bellingham	MA Environmental Planning	X			B – 96
WWU	Bellingham	MS Biological Psychology	X			B – 93
WWU	Bellingham	MS Environmental Biology and Ecology	X			B – 94
WWU	Bellingham – Huxley College	MA Environmental Education	X			B – 95
WWU	Bellingham – Huxley College	MS Environmental Chemistry	X			B – 96

<b>Inst.</b>	<b>Location</b>	<b>Degree Program</b>	<b>Pre-Approve</b>	<b>Dis-Approve</b>	<b>Returned incomplete</b>	<b>Appendix Page</b>
TESC	Olympia	M Public Admin./Tribal Admin	X			B – 98
TESC	Olympia	MA Media Arts	X			B – 98

**University of Washington**

Degree Title: M Design Studies in Architecture  
Location: Seattle  
Start Date: A 2000  
Enrollment: 1<sup>st</sup> year: 7 FTE, headcount 7 At Full Enrollment: 12 FTE, headcount 12  
Need Statement: Graduates of the Master of Design Studies in Architecture program will have increased capabilities in specific technical or management areas that will enhance their ability to seek higher level positions or pursue professional practice in specialized areas.  
Funding: One additional staff person will be needed – approximately \$35,000  
Delivery Mechanism: In-person faculty  
Evaluation: Responds to advanced needs of the profession.  
Recommendation: Grant pre-approval status.

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Degree Title: BA, MA, and Ph.D. in Digital Arts  
Start Date: A 2001  
Location: Seattle  
Enrollment: 1<sup>st</sup> year: 20 FTE, headcount 20 At full enrollment: 100 FTE, headcount 100  
Need Statement: During the past three decades, a dramatic evolution in the arts has taken place parallel to those in the sciences and engineering. An exponentially increasing demand for advanced computer-based production, research, and education in the visual and aural domains has changed the face of the arts worldwide. Artists, often working closely with engineers and scientists, are collaborating in and initiating fundamental research while developing new and hybrid art forms, a corpus of new knowledge and a core of practice and theory. This cultural transformation has generated a growing need to train and educate students in the arts and humanities as well as in the sciences and engineering in advanced arts technology concepts and techniques. The foundation of this new program will be based upon individual and collaborative work already undertaken in the Center for Advanced Research Technology in the Arts and Humanities, the School of Art, and the School of Music, and the Department of Computer Science and Engineering during the 1990's. This prior work has provided the strongest underpinning for the creation of a comprehensive path-breaking program in Digital Arts Technology at the UW.  
Funding: \$1,000,000 per year funded by UIF and/or other UW sources  
Delivery Mechanism: In-person Faculty  
Evaluation: A detailed needs assessment should be included in full proposal.  
Recommendation: Grant pre-approval status.

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Degree Title: MS Demography and Social Research  
Location: Seattle  
Start Date: A 2000  
Enrollment: 1<sup>st</sup> Year: 10 FTE, headcount 15 – At full enrollment: 30 FTE, headcount 45  
Need Statement: All training in demography at the University is currently in Ph.D. programs. This structure works well for graduate students who wish to pursue academic careers, but is not appropriate for many that wish to

pursue nonacademic careers involving applied demography. There are two identifiable markets for the proposed MS degree. The first consists of Americans who wish to apply demographic tools in the public and private sector. Demographic analysis is recognized as a major need by governmental units at the national, state, and local level and by businesses. The second would be mainly international students who are pursuing careers in government agencies in their home country, in international agencies, or in non-governmental organization. These agencies have a great demand for skills in data collection and analysis to support work in education, agriculture, and economic planning.

Funding: \$800,000  
Delivery Mechanism: In-person faculty  
Evaluation: A detailed needs assessment and inventory of employment opportunities should be included in full proposal.  
Recommendation: Grant pre-approval status.

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Degree Title: M Economics  
Location: Seattle  
Start Date: A 2000 or A 2001  
Enrollment: 1<sup>st</sup> Year: 20 FTE, headcount 20 – At full enrollment: 35 FTE, headcount 40  
Need Statement: We have a need for a program that prepares students to embark on a professional career as economists in business and government. The Doctorate degree prepares students for academic careers or careers at a major research center, while the existing MA program is run in conjunction with the Ph.D. program streaming the same students. We contemplate the professional Master's degree as a terminal, self-contained degree that admits career-minded students who want such a degree and not a Ph.D. We anticipate a two-year degree that can be accelerated so that the student can complete it within a year and two summers. Unlike the Doctoral and existing Master's degree, the curriculum for the Master's degree will emphasize quantitative and analytic tools for applied economics.

Funding: \$750,000 (primarily from tuition and state funds).  
Delivery Mechanism: In-person faculty  
Evaluation: A detailed needs assessment should be included in the full proposal.  
Recommendation: Grant pre-approval status.

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Degree Title: MA in Spanish  
Location: Seattle  
Start Date: A 2001  
Enrollment: 1<sup>st</sup> Year: 6 FTE, headcount 8 – At full enrollment: 12 FTE, headcount 14  
Need Statement: Potential community college instructors in the Puget Sound area, as well as high school Spanish teachers, need an accessible and affordable mechanism for securing postgraduate credits and M.A. degrees in Spanish. In addition, recent graduates in the region who are exploring the possibility of pursuing a Ph.D. in the field can explore the feasibility and desirability of this option by completing a M.A. at the University of Washington. Finally, the steady increase in the Latino population of Washington State and the growing U.S. interest in travel, study, and conducting business abroad ensures a steady demand for training in Latin American, Spanish, and Latino cultures,

including language, literature, and cultural studies.

Funding: Internal reallocation: total cost first year \$97,598: \$16,266 FTE per student.  
Total cost at full enrollment \$101,364: \$8,447 per student.

Delivery Mechanism: In-person faculty

Evaluation: A detailed needs assessment and inventory of projected employment opportunities should be included in the full proposal.

Recommendation: Grant pre-approval status.

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Degree Title: BS in History and Philosophy of Science  
Location: Seattle  
Start Date: A 2000  
Enrollment: 1<sup>st</sup> year: 15 FTE, headcount 5 – At full enrollment: 15 FTE, headcount 15  
Need Statement: Students concentrating in the sciences are often encouraged to specialize early in their academic careers, leaving them little time to gain perspective on the wider historical, philosophical, and social aspects of their field. Meanwhile, students in the humanities are increasingly absent from science classes and consequently fail to obtain even minimal science literacy at the very time when scientific achievements influence almost every aspect of our daily lives. The creation of this new degree would bridge the gap that threatens to divide education in the sciences from education in the humanities.

Funding: No new funding

Delivery Mechanism: In-person faculty

Evaluation: A detailed needs assessment should be included in the full proposal

Recommendation: Grant pre-approval status.

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Degree Title: MBA - Linked  
Start Date: A2002  
Location: Bothell  
Enrollment: 1<sup>st</sup> year: 25 FTE, headcount 30 – At full enrollment: 75 FTE, headcount 90  
Need Statement: UWB's 1998 Regional Needs Assessment indicates, through a regional household survey, an alumni survey, and a set of focus groups with employers, community leaders and academics, that both graduate-level business education and undergraduate level education in problem solving, critical thinking, writing and information literacy are highly desirable to meet the needs of the North Puget Sound region for higher education. The MBA degree is the most recognizable and highly valued graduate degree in Business Administration, while Liberal Studies degrees are lauded for the critical abilities students acquire. This, we are proposing a unique MBA program specifically linked to non-business undergraduate programs on the UWB campus. Under this format, a student could earn a degree in Computing and Software Systems or in Interdisciplinary Arts and Sciences, for example, with a minor in Business Administration and subsequently complete a MBA with six additional quarters of study. The MBA portion of the program would begin in the fall quarter and proceed through six quarters of lock-stepped course work. The twenty-five undergraduate business credits and the 60 graduate-level business credits would exceed the AACSB minimum number of credits for the MBA degree. It is our intention, further, to expand the program into a fully articulated one with

regional community colleges, ultimately leading to the option of a 2+2+2 program of study.

**Funding:** \$437,500 operating costs (for 25 FTE) at current State funding level of \$17,500 per upper-division UWB FTE. A small amount of additional start-up funding would be required for initial recruitment and advising.

**Delivery Mechanism:** University of Washington Bothell campus, utilizing both seminar and electronically enhanced formats. The possibility exists of future off-site instruction if the need is demonstrated.

**Evaluation:** This program provides unique opportunities to earn multiple degrees in an accelerated time frame.

**Recommendation:** Grant pre-approval status.

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**Degree Title:** MS in Computing and Software Systems (CSS)  
**Start Date:** A 2001  
**Location:** Bothell  
**Enrollment:** 1<sup>st</sup> year: 25 FTE, headcount 30 – At full enrollment: 50 FTE, headcount 60  
**Need Statement:** UWB's Regional Needs Assessment, needs surveys conducted by the Computing and Software Systems Program, and studies of workforce needs from such organizations as the U.S. Department of Commerce, Washington Software Alliance, Regional Advanced Technology and Education Consortium, and the American Electronics Association, all document a high demand for advanced computing professionals in the Puget Sound Region. UWB thus perceives the need to provide students, employers and communities, with high-quality, interdisciplinary computer science education at the Masters level. This program will offer advanced courses in programming methods, systems analysis, information engineering and embedded systems design. Building on our innovated undergraduate curriculum in Computing and Software Systems, this thesis program is designed for experienced software professionals who are interested in applying contemporary software engineering and modeling techniques to problems facing business, engineering, biotechnology, health care, education and the arts. High emphasis will be placed on applied research methods. This, this new MS degree will also be able to draw from and contribute to other related degree programs at UWB, including the proposed new degree in Systems Engineering.

**Funding:** \$437,000 (for 25 FTE) operating costs at current State/Tuition funding level of \$17,500 per graduate-level UWB FTE. Some additional temporary funds would be needed for start-up costs, including recruitment and equipment.

**Delivery Mechanism:** On-site at UWB campus, with some web-based instruction.

**Evaluation:** Meets the needs of the high technology industry.

**Recommendation:** Grant pre-approval status.

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**Degree Title:** MA in Culture Studies  
**Start Date:** A 2002  
**Location:** Bothell  
**Enrollment:** 1<sup>st</sup> year: 15 FTE, headcount 18 – At full Enrollment: 30 FTE, headcount 36  
**Need Statement:** Graduate surveys of UWB Liberal Studies alumni indicate a high level of interest in Masters-level education beyond the undergraduate degree in

Liberal Studies (Interdisciplinary Arts and Sciences). The M.A. in Culture Studies would build particularly upon the current undergraduate concentrations in Culture, Literature and the Arts and American Studies, drawing upon the critical thinking, writing and related skills emphasized in the undergraduate programs. By serving as a capstone on undergraduate humanities programs articulated in conjunction with the community colleges in this region, the M.A. could significantly enhance our emerging emphasis on 2+2+1 higher education for citizens in this arena. It would also bring balance to the range of Masters-level programs in place or planned for UWB in the next five-year period. It would offer a humanities based degree for students seeking a foundation for careers in fields such as education, those planning on law or further graduate education, and those seeking intellectual development at the masters-level within their current patterns of citizenship and employment in this region. Curriculum for the program will be developed in cooperation with the College of Arts and Sciences at UWS.

- Funding: \$262,500 operating costs (for 15 FTE) at current State funding level of \$17,500 per upper-division UWB FTE. A small amount of additional start-up funding would be required for initial recruitment and advising.
- Delivery Mechanism: University of Washington Bothell campus, utilizing both seminar and electronically enhanced formats. The possibility exists of future off-site instruction if the need is demonstrated.
- Evaluation: A detailed needs assessment and comprehensive discussion of employment opportunities should be included in the proposal.
- Recommendation: Grant pre-approval status.
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- Degree Title: M Management
- Start Date: A 2001
- Location: Bellevue/Redmond
- Enrollment: 1<sup>st</sup> year: 30 FTE, headcount 35 – At full enrollment: 60 FTE, headcount 70
- Need Statement: The Master of Management degree currently offered at UWB is intended for professionals working in organizations in our region. It was developed specifically in response to needs articulated by employers and professionals in the firms and organizations characteristic of the North and East Puget Sound regions. Traffic congestion makes it difficult for Bellevue/Redmond area students to travel to the Bothell campus for this full-time evening program. Yet explosive technology-based business growth in downtown Bellevue and surrounding areas is the highest in the state. UWB research indicated that strong demand exists for an evening program for technical professionals in this part of our larger region. Co-operative delivery of such a program with UWS might be both possible and beneficial for potential students of this program in the Bellevue/Redmond area.
- Funding: \$525,000 (for 30 FTE) operating costs at current State funding level of \$17,500 per upper-division UWB FTE. An additional \$75,000 in temporary funds would be needed for technology enhancement and library/resources in conjunction with the off-site location.
- Delivery Mechanism: In-person and electronic technology.
- Evaluation: Extends professional education opportunities to working adults at a convenient location.
- Recommendation: Grant pre-approval status.

Degree Title: MA Public Policy  
Start Date: A 2001  
Location: Bothell  
Enrollment: 1<sup>st</sup> year: 25 FTE, headcount 30 – At full enrollment: 50 FTE, headcount 60  
Need Statement: Graduate surveys at UWB indicate a high level of interest in Masters-level education beyond the undergraduate degree in Liberal Studies (Interdisciplinary Arts and Sciences). Further, the UWB Regional Needs Assessment affirms the need for professional graduate education for leaders in the public and non-profit sectors. Initial feedback from focus groups would also suggests that the degree would be very relevant for managers working within regional and global enterprises in the Puget Sound region. Assessment conducted thus far in the development of the curriculum suggest the need for a global as well as a local contextual focus, for professional development in a core of work on policy analysis and implementation, financial and budgetary analysis, strategic thinking and planning, ethics and values, and the global and local contexts of public policy. Initial fields of policy specialization will likely include technology policy, human rights policy, and environmental policy—all fields with a high degree of local as well as global need and relevance. The M.A. in Public Policy at UWB is being developed with the cooperation of the Graduate School of Public Affairs and the College of Arts and Sciences at UWS.

Funding: \$437,500 operating costs at current State funding level of \$17,500 per upper-division UWB FTE. A small amount of additional start-up funding would be required for initial recruitment, internship development and funding of library resources. An additional \$60,000 in temporary funds would be needed for library/resources.

Delivery Mechanism: University of Washington Bothell campus, combined with internship sites in the region and international settings. Some courses may be electronically delivered, many will be a combination of web-based and classroom set courses. There is the strong possibility of future off-site instruction if the need is demonstrated.

Evaluation: A detailed needs assessment should be included in full proposal.  
Recommendation: Grant pre-approval status.

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Degree Title: BS Environmental Science  
Start Date: A 2001  
Location: Bothell  
Enrollment: 1<sup>st</sup> year: 45 FTE, headcount 60 – At full enrollment: 75 FTE, headcount 100  
Need Statement: Data from UWB's Regional Needs Assessment indicate a high degree of interest in science degrees from households whose children will attend a Washington State college or university in the next five years, as well as from current transfer applicants from seven local community colleges to the University of Washington. Science and technology also rate highly as educational needs in our focus groups with employers, community leaders, and academics. Current students and our newly formed UWB Science Advisory Board, also support the degree. Further, it is timed to coincide

with the transfer of UWB to its new campus, which includes a large wetlands area appropriate for study in this course, and it coordinates with environment-related sciences programs at UWS and UWT. Finally, it takes advantage and strength from our existing Interdisciplinary Arts and Sciences concentration in Science, Technology and the Environment, whose faculty will continue to teach in both programs.

- Funding: \$414,000 (for 45 FTE) operating costs at current state funding level of \$9,200 per upper-division UWB FTE. Some additional temporary funds would be needed for start-up costs, including initial equipment and recruitment.
- Delivery Mechanism: On-site at UWB campus UWB faculty. Some classes and labs may be shared by UWB, UWS and/or UWT. A few courses may be delivered electronically.
- Evaluation: Projected employment opportunities should be included in the full proposla.
- Recommendation: Grant pre-approval status.
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- Degree Title: BA Liberal Studies - Conversion of generic to five majors: BA Global Studies, BA Science, Technology and the Environment, BA Society, Ethics and Human Behavior. The BA Liberal Studies would remain as a degree option for a specific set of integrated, interdisciplinary work across the five other degrees.
- Start Date: A 2001
- Location: Bothell
- Enrollment: Current IAS FTE's as of Fall 2000, plus incremental growth
- Need Statement: In the years since the creation of the Liberal Studies degree in 1990, degree concentration options have grown from two to five in response to increasing demand for wider breadth in Arts and Sciences undergraduate education. Each new concentration, and the soon to be added Bachelor of Science in Environmental Science degree, has also enabled a greater level of depth within a specified area of interdisciplinary study. Each also has generated needs for larger, closer and carefully designed articulated programs with our region's community colleges. Recent meetings with faculty from selected community colleges indicate significant support for co-developed degrees in arenas like our current Global Studies concentration. Towards these ends, the delineation of five new degrees/majors within Interdisciplinary Arts and Sciences is called for. Doing so would also respond effectively to demands evidenced in community, regional household, alumni and employer needs assessment data. Our research indicates first that the broad critical skills developed by the Liberal Studies degree, including critical writing, thinking, speaking, information literacy, problem-solving and adaptability to change, are highly valued by students, citizens, alumni and employers. At the same time, that data suggests focusing our degrees, while preserving their interdisciplinary, and combining them with appropriate internship and service learning experiences as well as providing a foundation for potential masters-level education. The broadly interdisciplinary Liberal Studies degree would remain, while education across the breadth of the new degrees would remain a significant component of each.
- Funding: To match incremental growth in Interdisciplinary Arts and Sciences.

State/tuition funding per upper-division FTE is currently \$9,200 per upper-division FTE. Initial start up funds to build co-articulation with community colleges would also be very substantially beneficial to the early success of these new majors.

Delivery Mechanism, e.g., in-person faculty, telecommunications, etc.: On-site at UWB campus, including technology enhanced instruction and classrooms. Field instruction and electronically-delivered instruction will also form components of some of these degree options. A substantial number may be cross-programmatic in nature.

Evaluation: Responds to student, community, and employer interests.

Recommendation: Grant pre-approval status.

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Degree Title: BS in Nursing  
Start Date: Summer 2000  
Location: North Kitsap Peninsula (Port Townsend – Summer 2001 and Port Angeles – 2000)  
Enrollment: 1<sup>st</sup> year: 10 FTE, headcount 20 – At full enrollment: 15 FTE, headcount 25  
Need Statement: The delivery of this program to the North Kitsap Peninsula will provide access to our program for place-bound nursing students who have completed their two-year degree, are licensed to practice nursing, and need the BSN to advance their practice. The current nursing shortage (in many instances nurses are no on mandatory overtime) make the four-hour round trip commute to the Bothell campus an unlikely undertaking for many of our students. Delivery of our courses via videotape and electronic methods makes our program accessible to these students at a site closer to their work and home.

Funding: \$92,000 (for 10 FTE) operating costs at current State funding level of \$9,200 per upper-division UWB FTE. An additional \$100,000 in temporary funds would be needed for start-up costs, including technology and library/resources in conjunction with the off-site location.

Delivery Mechanism: Videotape and electronic technology  
Evaluation: A detailed needs assessment should be provided in the program proposal. UWB and WSU/ICNE should develop a plan for delivering the undergraduate nursing program on a rotating basis throughout the state.

Recommendation: Grant pre-approval status but hold final action until the Board has reviewed and approved a delivery plan that is developed collaboratively by the state's two programs at UW and WSU/ICNE.

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Degree Title: BS in Nursing  
Start Date: 2001-2002  
Location: Skagit Valley  
Enrollment: 1<sup>st</sup> year: 10 FTE, headcount 20 – At full enrollment: 15 FTE, headcount 25  
Need Statement: The delivery of this program to the Skagit Valley will provide access to our program for place-bound nursing students who have completed their two-year degree, are licensed to practice nursing, and need the BSN to advance their practice. The current nursing shortage (in many instances nurses are no on mandatory overtime) makes the four-hour round trip commute to the Bothell campus an unlikely undertaking for many of our students. Delivery of our courses via videotape and electronic methods makes our program accessible to these students at a site closer to their work and home. Further,

the development of this course of study for nursing students on the North Kitsap Peninsula beginning in the summer of 2000 will enable efficient and effective expansion to Skagit Valley.

- Funding: \$92,000 (for 10 FTE) operating costs at current state funding level of \$9,200 per upper-division UWB FTE. An additional \$60,000 in temporary funds would be needed for library/resources in conjunction with the off-site location
- Delivery Mechanism: Videotape and electronic technology
- Evaluation: A detailed needs assessment should be provided in the program proposal. UW and WSU/ICNE should develop a plan for delivering the undergraduate nursing program on rotating basis throughout the state.
- Recommendation: Grant pre-approval status but hold final action until the Board has reviewed and approved a delivery plan that is developed collaboratively by the state's two programs at UW and WSU/ICNE.
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- Degree Title: DDS/PhD Academic Dentistry Program
- Start Date: A 2000
- Location: Seattle
- Enrollment: 1<sup>st</sup> Year: 1 FTE – At full enrollment: 2 FTE
- Need Statement: It is well-recognized that Dental School faculties through out the country and including the University of Washington (UW) are “graving”. It is estimated that approximately 25% of the Dental School faculty at the UW will reach traditional retirement ages in the next five years. This could be a serious problem because there is currently a shortage of dentists seeking academic careers to replenish the faculty. Two reasons dentists do not elect to seek academic careers are 1) the high level of education-related indebtedness encumbered to obtain the D.D.S. degree (UW dental students currently have an average debt of \$68,000 upon graduation); and 2) the long time required to obtain the background needed for a dental faculty position (roughly 12 years to obtain the D.D.S. the dental specialty and the Ph.D. degrees). The proposed program will alleviate both these problems by combining parts of the Ph.D. and D.D.S. curricula, so the student potentially can save 2-3 years of training time; and by utilizing J.I.H. training programs available at the School to help alleviate the financial costs of obtaining the necessary training. Moreover, advertising the existence of this alternative career pathway for dentists would increase student awareness of academic dentistry as a career option, while the financial rewards associated with the N.I.H. training programs and the decreased training time requirements designed into the present proposal should increase the number of quality applicants seeking careers in academic dentistry. This proposal constitutes a revision of an existing D.D.S-Ph.D. pathway, wherein the student obtains both degrees independently of one another.
- Funding: The exact cost is still being determined, but we will seek financial support for the program through the University Initiative and Development Funds.
- Delivery Mechanism: In-person faculty presentations.
- Evaluation: Proposal responds to colleges and universities needs for scholars in the field of dentistry.
- Recommendation: Grant pre-approval status.

Degree Title: D Philosophy Dual Degree in Nanotechnology and Established Degree Program (See list below for Participating Departments).  
Start Date: A 2000 (or later)  
Location: Seattle  
Enrollment: 1<sup>st</sup> year: .50 FTE, Headcount 10 – At full enrollment: .50 FTE, Headcount 10  
Need Statement: The unifying interest in nanoscale science and technology brings together faculty and students from eight departments and four colleges for the purposes of collaborative research and cross-departmental education in nanoscale science and technology. It provides a genuinely interdisciplinary force to educate tomorrow's leaders across departmental lines. Proposing a joint degree between an established discipline and nanotechnology, rather than solely in Nanotechnology, is motivated by the fact that the field of nanotechnology is too young to give graduates a competitive edge on the job market if their transcripts were to read "Ph.D. in Nanotechnology". A joint degree between an established discipline and nanotechnology, however, will highlight the fact that the students have received an interdisciplinary training at the cutting edge of science and technology.  
Funding: Dual Ph.D. degree program will be implemented only if funded through the National Science Foundation IGERT  
Delivery Mechanism: In-person faculty  
Evaluation: A detailed needs assessment and inventory of employment opportunities should be included in full proposal.  
Recommendation: Grant pre-approval status.

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Degree Title: PhD Technical Communication  
Start Date: September 16, 2000  
Location: Seattle  
Enrollment: 1<sup>st</sup> year: 5 FTE, Headcount 5 – At full enrollment: 10 FTE, Headcount 10  
Need Statement: The field of technical communication continues to experience extremely rapid growth nationally and internationally, and demand for graduate education in the field has grown equally as rapidly. The first edition of *Academic Programs in Technical Communication*, published by the Society for Technical Communication in 1976, listed 19 academic programs; by 1993, the fourth update of this publication listed over 1000 programs (all academic levels). The first Ph.D. Programs in the field were offered by Rensselaer Polytechnic Institute in 1979 and Carnegie Mellon University in 1980; less than 20 years later, this academic year of 1998-99, 25 open tenure-track academic positions requiring the Ph.D. were announced by listserv alone, and employment of Ph.D.s in companies and organizations was also very robust. In the Northwest, and specifically in the state of Washington, numerous employers in the hi-tech and bio-tech world (Microsoft, Adobe, Boeing, Fred Hutchinson Cancer Research Center, etc.) seek technical communicators with advanced degrees for positions in document design, usability research, corporate communications, and other technical-communication specialties. UW's Department of Technical Communication is uniquely well-positioned to offer the Ph.D.; the department is routinely listed among the top five programs in the country, and it has flourishing undergraduate, certificate, and master's programs

already. In fact, to compete successfully for the best students and faculty nationally, to lead the nation in research and scholarship, and to meet the current and future demand in the state's job market, UWTC *must* add the Ph.D. to its degree offerings.

**Funding:** The proposed degree will be research-based; it will not require new faculty lines for the development of an extensive new roster of courses. UWTC plans to cover the cost of the Ph.D. program by reallocating existing resources, coordinating with other units offering the Ph.D. in related fields, and seeking extramural research funding. (We have already laid the groundwork, under Tools for Transformation funding, for extensive cooperation at the Ph.D. level with the UW School of Communications, Department of Speech Communication, and Political Science Department; this interdisciplinary effort's success as envisioned depends on TC's also offering the Ph.D.) We also plan to continue to enlarge our corporate gift support internship program, endowment, and other private forms of funding. Students pursuing this degree will receive the kind of support that is most consistent with their career direction; those students who intend to join research units in companies or organizations would, for instance, be supported by research assistantships funded by grants and contracts, and other students who intend to pursue research in an academic career would be supported by teaching assistantships in our existing extensive engineering writing program. We will accommodate the student headcount for the Ph.D. by reserving 5-10 of our 35 graduate student slots for students pursuing the Ph.D.

**Delivery Mechanism:** In-person faculty.

**Evaluation:** Program will enable the UW to maintain a competitive edge in this expanding field.

**Recommendation:** Grant pre-approval status.

**Degree Title:** MS Technical Communication

**Start Date:** September 16, 2000

**Location:** Seattle

**Enrollment:** 1<sup>st</sup> Year: 10 FTE, Headcount 15 – At full enrollment: 16 FTE, Headcount 30

**Need Statement:** TC as a field is experiencing extremely rapid growth, especially as linked to the growth of software companies, multimedia, and the Web. Our professional society has doubled in size in the last five years; local demand can be judged by the fact that for several years we have had 2-3 applicants for every slot in our two Certificate Programs in Writing and Editing—100-150 people contending for 50 slots. Our Certificate applicants are very high-quality; those accepted have at least a BS if not an advanced degree. In fact, the Certificate program was not originally targeted at these people; they would more naturally form a student populations for the Evening MSTC. Thus, we can say that the proposed 16 evening Master's FTE students would be selected from a pool of up to 150 applicants annually.

**Funding:** The evening MSTC would be funded through a State budget request. The program would require two new faculty FTEs, part-time instructors, graduate assistants, and significant staff support; the total for salaries for the biennium would be \$434,800. Non-recurring operations costs (recruitment, moving, furniture and startup equipment, etc.) would be

Delivery Mechanism: \$73,540 for the first MSTC for the first biennium would be \$721,286. The Evening MSTC would be delivered by in-person faculty.  
Evaluation: The program will enable the UW to maintain a competitive edge in this expanding field.  
Recommendation: Grant pre-approval status.

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Degree Title: BS and MS Electrical Engineering  
Start Date: A 2001  
Location: Seattle  
Enrollment: 1<sup>st</sup> Year: 10 FTE, Headcount 10 – At full enrollment: 30 FTE, Headcount 30  
Need Statement: Allow outstanding Electrical Engineering students to integrate MS with BS studies, resulting in a reduction of time until MS completion. Total program time 5-5.5 years for both degrees (including Freshman and Sophomore years).  
Funding: No additional costs.  
Delivery Mechanism: In-person faculty  
Evaluation: Has the potential to reduce time-to-degree completion.  
Recommendation: Grant pre-approval status.

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Degree Title: B Computing and Information Technology - Statewide  
Start Date: A 2001  
Location: Statewide  
Enrollment: 1<sup>st</sup> Year: 200 FTE, Headcount 200 – At full enrollment: 800 FTE, Headcount 1040  
Need Statement: The existing computing-related programs in the state, even with appropriate expansions, are unable to meet the demands of the computing and information technology companies in the state. To further address this gap, this proposed degree would take advantage of the strengths of the UW Department of Computer Science and Engineering, UW Computing and Communications, UW Outreach, and potentially a Research One Consortium to deliver a high-quality degree program state-wide using well-understood (but quickly evolving) distance learning techniques. Based at UW and led by the faculty in the Department of Computer Science and Engineering (perhaps with educational contributions through the Consortium from other top computer science departments nationwide), this program would provide an additional opportunity both for students in the Seattle area and also for students who are place-bound elsewhere in the preparatory classes to the 33 technical and community colleges, perhaps via tutored video (as we are already doing with CSE142) or perhaps through the licensing of curriculum. Such an approach would be intended to increase the consistency and maintain the quality of the programs state-wide.  
Funding: This would be a self-sustaining program. Costs are estimated to be \$6,400,000/year in continuing costs and additional start-up costs not yet estimated. The technologies (which change rapidly) and the number and kinds of sites we will have.  
Delivery Mechanism: The Delivery mechanism would be a mixture of on-site (at UW) lectures that are distributed to multiple off-site locations, combined with extensive

use of the World Wide Web (for archiving, distribution, etc.) It would be similar to the mechanisms used in the UW SCE Professional Masters Program.

Evaluation: Program responds to statewide needs in the information technology field.  
Recommendation: Grant pre-approval status with proviso that full proposal will include organizational structure and plan for collaborating in the delivery of the program with other public four-year institutions.

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Degree Title: BS in Materials Science and Engineering  
Start Date: A 2000  
Location: Seattle  
Enrollment: 1<sup>st</sup> Year: 36.5 FTE, Headcount 38 – At full enrollment: 77 FTE, Headcount 80  
Need Statement: Based on a review of peer departments in the U.S., consultation with the Department's Advisory Committee and employment opportunities for undergraduate students, the faculty of the Department of Materials Science and Engineering has voted to combine its two current undergraduate degrees (BS in Ceramic Engineering and BS in Metallurgical Engineering). Some existing course numbers will remain the same. Content and titles will change. The Cer E and Met E course prefixes will be changed to MSE.  
Funding: This change will not require any additional funding since this degree will combine two degrees being offered by the Department.  
Delivery Mechanism: In-person faculty  
Evaluation: Responds to changes in the field.  
Recommendation: Grant pre-approval status.

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Degree Title: B Software and Computer Systems  
Start Date: A 2001  
Location: Seattle  
Enrollment: 1<sup>st</sup> Year: 80 FTE, Headcount 100 – At full enrollment: 160 FTE, Headcount 200  
Need Statement: The Department of Computer Sciences & Engineering at UW provides two Bachelors degrees: one in Computer Sciences and one in Computer Engineering. Both of these degree programs have senior year based largely on capstone design courses. Because such courses are demanding on laboratory and faculty resources, it is difficult to expand these programs to meet the demand that there exists on campus. In this proposed degree program, similar material is covered but with a greater focus on the use of lectures and assignments as opposed to capstone design courses. We anticipate that the students interested in this degree program are already on campus but are majoring in other departments because of the difficulty of being accepted into the two existing programs.  
Funding: This would be a state-funded program. Costs are estimated to be \$1,120,000/year in continuing costs and additional start-up costs not yet estimated.  
Delivery Mechanism: The delivery mechanism would be a standard on-campus UW degree program with lectures by UW faculty.  
Evaluation: Program responds to needs of information technology industry.  
Recommendation: Grant pre-approval status.

Degree Title: B Software and Information Systems  
Start Date: A 2001  
Location: Seattle  
Enrollment: 1<sup>st</sup> year: 80 FTE, Headcount 160 – At full enrollment: 160 FTE, Headcount 320

Need Statement: Information technology industry in the state frequently hires people with undergraduate degrees in majors other than computer sciences and engineering. These people are often placed in important jobs, such as software testing, for which their background is adequate, although ideal. Many of these people, and the companies for which they work, have a need for additional education in computer sciences and software technology. This program, then, is intended for people who are working in the industry, without significant education in computing, who wish to acquire a second Bachelors degree in computing. The contents of the curriculum would be similar or identical to the other “Bachelors Degree in Software and Computer Systems” that we are proposing. However, as the students in this program would generally be working at the same time, we would use delivery mechanisms similar to that used in the WU CSE Professional Masters Program.

Funding: This would be a self-sustaining program. Costs are estimated to be \$1,280,000/year in continuing costs and additional start-up costs that are not yet estimated.

Delivery Mechanism: The delivery mechanism would be like that of the UW CSE Professional Masters Program, using a mixture of on-site (at UW) lectures that are distributed to multiple off-site locations, combined with extensive use of the World Wide Web (for archiving, distribution, etc.).

Evaluation: Program responds to needs of information technology industry.

Recommendation: Grant pre-approval status.

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Degree Title: BS – Technical Communications  
Start Date: September 16, 2001  
Location: Seattle  
Enrollment: 1<sup>st</sup> Year: 32 FTE, Headcount 40 – At full enrollment: 48 FTE, Headcount 60

Need Statement: Supported by innovative uses of instructional technologies, we can deliver an excellent BSTC program to place-bound students across Washington, the Northwest, and nationally. Furthermore, we can develop materials and deliveries for the distance program that can be callable resources in our other program formats. We can also develop expertise in instructional exploitation of new media that can seed further instructional innovation and development within the UW COE.

Funding: The Distance BSTC would be funded by a State biennium budget request. The program would require three new faculty FTEs, graduate assistantships, part-time course development, and significant staff support: salaries for the first biennium would be \$435,688. non-recurring operations (recruitment, moving, furniture, startup equipment, etc.) would be \$102,390 for the first biennium. Operations costs for the biennium would be \$272,900 (including \$211,000 held in a “draw” account for support of

development technologies as needed). Thus, the total cost for the first biennium would be a maximum of \$910,383.

Delivery Mechanism: The Distance BSTC would be delivered primarily over the Web. Supplementary distance technologies might also be used.

Evaluation: A detailed needs assessment should be included in full proposal.

Recommendation: Grant pre-approval with proviso that full proposal will include organizational structure and plan for collaborating in the delivery of the program with other public four-year institutions.

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Degree Title: PhD in Information Science  
Start Date: A 2001  
Location: Seattle  
Enrollment: 1<sup>st</sup> year: 5 FTE, Headcount 25 – At full enrollment: 8 FTE, Headcount 25  
Need Statement: The School of Library and Information Science is currently being transformed into the Information School of the University of Washington. The strategic plan for the new School is marked out in accordance with the strategic goals of the university. In particular, the establishment of a Ph.D. program in Information Science will address the intentions of the university to enhance program quality and national competitiveness and ensure continuing distinction in research. The proposed Ph.D. program in Information Sciences fills a gap in higher education in the State of Washington. The Provost and President of the University of Washington have acknowledged that the establishment of a broader base information school requires a high quality, highly visible Ph.D. program.

Funding:  
Delivery Mechanism:  
Evaluation: A detailed needs assessment should be included in the proposal.  
Recommendation: Grant pre-approval status.

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Degree Title: BS in Informatics  
Start Date: A 2000 (previously listed as BS in Information Management/Science)  
Location: Seattle  
Enrollment: 1<sup>st</sup> year: 25 FTE, Headcount 25 – At full enrollment: 100 FTE, Headcount 100  
Need Statement: Information technology is the number one growth area in our society – now and in the foreseeable future. This is particularly true for the State of Washington and the Pacific Northwest. While some of the demand is for direct computer science majors, there is also a need for knowledge workers – people who focus on the application of information and technology in any type of setting. BS/Informatics graduates will be technologically savvy, and able to analyze situations, define needs, and apply information and information technology to meet the needs of individuals and organizations. This is the information age, and this program is designed to help young people gain the skills and knowledge necessary to thrive (i.e., to look at the world from an information perspective).

Funding: New state funds. The School will initially need 4-5 additional faculty (one designated as program chair), 3 teaching assistants, and 3 support staff (recruitment and placement, records, information technology). Further growth (beyond 50 majors; 100 FTE students) will require additional

faculty and staff. \$375,000 startup: \$12,000 FTE per year.  
Delivery Mechanism: In person faculty  
Evaluation: Program responds to needs of the information technology industry.  
Recommendation: Grant pre-approval status.

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Degree Title: M Biomedical and Health Informatics (Evening Degree Program)  
MS in Biomedical and Health Informatics  
D Philosophy in Biomedical and Health Informatics  
Start Date: A 2001 (or sooner)  
Location: Seattle  
Enrollment: 1<sup>st</sup> Year: 10 FTE, Headcount 10 – At full enrollment: 30 FTE, Headcount 30  
Need Statement: The University of Washington receives about 45 inquiries per year for graduate programs in medical informatics, even though we do not currently have such a program. This is a growing field, in which the university already has an established research reputation. The establishment of a graduate program will enhance research and help meet the demand nationally for researchers and professionals in biomedical and health care computing.  
Funding: \$700,000/year, funded from UIF award, beginning July 1999  
Delivery Mechanism: In-person faculty, web-based instruction, and laboratory (on-campus)  
Evaluation: A detailed needs assessment and inventory of potential employment opportunities should be included in the proposal.  
Recommendation: Grant pre-approval status.

---

Degree Title: M Biomedical and Health Informatics  
Start Date: A 2002  
Location: Seattle  
Enrollment: 1<sup>st</sup> Year: 15 FTE, Headcount 15 – At full enrollment: 30 FTE, Headcount 30  
Need Statement: We anticipate that many information technology professionals in health care practice or industry are unable to attend a daytime graduate program but would like to increase their level of expertise in biomedical computing and related areas. An evening degree program would meet this need.  
Funding: \$240,000/year, funded through program fees (self-sustaining).  
Delivery Mechanism: In-person faculty, web-based instruction, and laboratory (on-campus)  
Evaluation: Program conveniently serves the needs of working adults who want to advance in their careers.  
Recommendation: Grant pre-approval status.

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Degree Title: MS in Medical Education and Informatics  
Start Date: A 2002  
Location: Seattle  
Enrollment: 1<sup>st</sup> Year: 5 FTE, Headcount 5 – At full enrollment: 10 FTE, Headcount 10  
Need Statement: Education, instructional technology, and the information sciences are becoming increasingly intertwined, and there is a growing need for medical educators to improve both their instructional and informatics expertise. This program would combine formal training in the new Biomedical and

Health Informatics graduate programs with existing graduate level medical education courses currently offered by the Department of Medical Education to create a new degree program. While graduate programs in each of these domains currently exist nationally, and are in great demand, this new combined degree program would be innovative and unique, and put the University of Washington in the forefront of this type of training.

Funding: \$150,000/year, funded through a combination of state and tuition fees.  
Delivery Mechanism: In-person faculty, web-based instruction, and laboratory (on-campus).  
Evaluation: Combined degree program should give the UW a competitive edge.  
Recommendation: Grant pre-approval status.

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Degree Title: M Rehabilitation Counseling (MRC)  
Start Date: A 2002  
Location: Seattle  
Enrollment: 1<sup>st</sup> Year: 12 FTE, Headcount 12 – At full enrollment: 24 FTE, Headcount 24

Need Statement: Over 50,000,000 people living in the U.S. have disabilities and the proportion of people living with disabilities is rising. Among people with disabilities between the ages of 16 and 55, approximately 70% are unemployed and their families are three times as likely, as families in general, to live below the federal poverty level. These statistics are in marked contrast to the well-established fact that most people with disabilities not only can work and lead productive lives, but have a strong desire to work. Rehabilitation Counseling is the profession designated by the Rehabilitation Act of 1998 to facilitate enhanced employment outcomes and increased participation for people with disabilities. Rehabilitation Counselors work in a number of settings including state Divisions of Vocational Rehabilitation. The existing graduate programs at Western Washington University, University of Idaho, Portland State University, and Western Oregon State College graduate a total of 36 students per year, meeting less than half of the need in state agencies and not beginning to meet the needs of community rehabilitation programs, hospitals, and other settings. Fewer than 25% of the state agency vocational rehabilitation counselors in the four-state region currently meet the federal master's degree standard for rehabilitation counselors and, thus, require graduate education. In addition to this acute need, we anticipate the retirement of approximately 50% of the state agency counselors over the next five years. We propose to develop a 78-credit master's degree program in Rehabilitation Counseling within the Division of Rehabilitation Counseling in the Department of Rehabilitation Medicine. This program completes the interdisciplinary departmental focus, which includes masters' degrees in occupational and physical therapy and rehabilitation medicine. In addition, we expect to collaborate closely with the program at Western Washington University to increase the efficiency of both programs in addressing our acute and chronic regional manpower shortages in rehabilitation counseling.

Funding: Approximately \$215,000 (State Funds for two faculty members, a program coordinator, and an operations budget).  
Delivery Mechanism: In-person faculty  
Evaluation: An in-depth discussion of why this program is needed in addition to

Recommendation: WWU's program offering should be included in the full proposal.  
Grant pre-approval status.

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Degree Title: M Social Work  
Start Date: Summer 2001  
Location: Toppenish (Heritage College), serving the Yakima Valley, with a possible link with Omak, serving the Colville Indian Nation.  
Enrollment: 1<sup>st</sup> Year: 13 FTE, Headcount 20 – At full enrollment: 13 FTE, Headcount 20  
Need Statement: This program would bring the School of Social Work's Advanced Standing program to the Yakima Valley and the Yakima Indian Nation. Our one-year Advanced Standing program would articulate with Heritage College's BSW program. The program would serve first generation, historically under-served and educationally isolated populations. Heritage College serves the highest percentage of Native American and Hispanic undergraduate students of any four-year educational institution in Washington State. Heritage is designated as an "Hispanic Serving Institution". The BSW program reflects the diversity of the school. Of the 45 declared majors, 69% are minority and 77% are women. There are 21 Hispanics, 8 Native Americans, 14 Caucasian, and 2 from other groups. There is a critical need for professional MSW staff in the state Children's Administration, Department of Social and Health Services in the Yakima region. Staff turnover is high and it is difficult to recruit staff employees from outside the region (personal correspondence with Al Garcia, Regional Administrator, Children's Administration, DSHS). The program would not be conducted annually. Advanced Standing cohorts would be repeated as the pool of BSW graduates replenishes sufficiently to ensure a viable cohort. The program also would serve to provide a base of MSW professionals in the region that could serve as practicum instructors in future years for our three-year program as it is for the Advanced Standing Program. A successful three-year program depends upon a sufficient capacity of experienced MSW's to provide internship opportunities. The program would use the resources of the UW Center at Heritage College (Tools for Transformation proposal, 1999) if the Tools proposal were funded.  
Funding: \$350,000 for the 12-month program  
Delivery Mechanism: The program would be delivered by a mix of on-site faculty, interactive television, print, video, and web-based teaching.  
Evaluation: A detailed needs assessment should be provided in the program proposal. UW and EWU should develop a plan for delivering the MSW on a rotating basis throughout the state.  
Recommendation: Grant pre-approval status but hold final action until the Board has reviewed and approved a delivery plan that is developed collaboratively by the state's two programs at UW and EWU.

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Degree Title: M Social Work  
Start Date: A 2002  
Location: Mt. Vernon, Bellingham and/or Everett  
Enrollment: 1<sup>st</sup> Year: 16 FTE, Headcount 25 – At full enrollment: 16 FTE, Headcount

25

- Need Statement:** Demographic Data and Projections for Washington State indicate a significant metropolitan expansion in Skagit County. Data indicates Snohomish County will remain one of the fastest growing counties in the state. Snohomish County is the third most populated county in the state. University of Washington Education Outreach's "Target Market Needs Assessment: North Snohomish, Island and Skagit County Areas of Washington State", November 1997, indicated a high amount of interest among respondents in pursuing master's degrees. One hundred and twenty-six respondents specifically indicated social work (at the undergraduate or graduate level) as an area of interest.
- The School's existing Seattle campus Evening Degree Program consistently draws some applicants from as far north as Bellingham, but the commute time makes it extremely inconvenient and exhausting for students from Whatcom, Skagit and North Snohomish Counties to complete the program. This program would reach the tribes of Northwest Washington, including the Tulalip, Stillaguamish, Swinomish, Sauk-Suiattle, Upper Skagit, Lummi and Nooksack.
- Funding:** Total Biennial support: \$600,000. Source: State/tuition.
- Delivery Mechanism:** The program would be delivered by a mix of on-site faculty, interactive television, print, video, and web-based teaching.
- Evaluation:** An updated detailed needs assessment should be provided in the program proposal. UW and EWU should develop a plan for delivering the MSW on a rotating basis throughout the state.
- Recommendation:** Grant pre-approval status but hold final action until the Board has reviewed and approved a delivery plan that is developed collaboratively by the state's two programs at UW and EWU.
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- Degree Title:** M Social Work
- Start Date:** A 2002
- Location:** Vancouver, possibly, plus Centralia and/or Aberdeen
- Enrollment:** 1<sup>st</sup> Year: 16 FTE, Headcount 25 – At full enrollment: 16 FTE, Headcount 25
- Need Statement:** The Vancouver office of the Children's Administration of the Department of Social and Health Services is serving as a pilot for the State of Washington to become accredited as a child welfare agency. Accreditation requires that all supervisors and a certain percentage of all line workers have a MSW degree. No state MSW program serves this area. A program in Aberdeen would also serve the Quinault and Shoalwater Indian Nation. Many tribal social service funding sources require MSW participation in grants.
- Funding:** Total biennial support: \$600,000. Source: State/tuition.
- Delivery Mechanism:** The program would be delivered by a mix of on-site faculty, interactive television, print, video, and web-based teaching.
- Evaluation:** A detailed needs assessment should be provided in the program proposal. UW and EWU should develop a plan for delivering the MSW on a rotating basis throughout the state.
- Recommendation:** Grant pre-approval status but hold final action until the board has reviewed and approved a delivery plan that is developed collaboratively by the state's two programs at UW and EWU. NOTE: Our goal for our three-year

program, starting Autumn of 2002, is to begin as proposed on this sheet (second choice) OR as proposed at Mt. Vernon, Bellingham and/or Everett (first choice, described on a separate sheet.)

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Degree Title: MA in Environmental Science  
Start Date: 2000  
Location: Tacoma  
Enrollment: 1<sup>st</sup> year: 7.5 FTE, Headcount 25 – At full enrollment: 45 FTE, Headcount 75  
Need Statement: There is a need in industry, local government, and small and large businesses for employees prepared in environmental science. Within the South Puget Sound region are several contaminated sites, further supporting the need for employees prepared at advanced levels of education in this area of study. Recent surveys indicate an interest in this program, with approximately 30% of responses indicating an interest in environmental science or environmental studies. Currently, the initiation of an undergraduate degree focusing on the environment will add to the pool of qualified individuals interested in a graduate degree in this area of study.  
Funding: State Funding, \$828,000. Faculty and academic leaders from University of Washington, Tacoma, Pacific Lutheran University, and University of Puget Sound have been meeting to discuss the possibility of a 3-university collaborative degree.  
Delivery Mechanism: In-person faculty, telecommunications  
Evaluation: A detailed needs assessment and inventory of employment opportunities should be included in the proposal.  
Recommendation: Grant pre-approval status.

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Degree Title: MA in Interdisciplinary Studies  
Start Date: 2000  
Location: Tacoma  
Enrollment: 1<sup>st</sup> year: 7.5 FTE, Headcount 25 – At full enrollment: 45 FTE, Headcount 75  
Need Statement: The request for an interdisciplinary studies graduate program has long been expressed by graduates of interdisciplinary arts and sciences. In one survey, an interdisciplinary arts and sciences program received the highest number of requests for future graduate program development. In a second survey of another population, this proposed degree received the second highest number of requests. Nearly all alumnae of the current undergraduate Interdisciplinary Arts and Sciences program have expressed strong interest in enrolling in such a degree. Potential applicants indicate that participation in this degree program would enable them to continue their own personal growth. This degree would use a systems approach to analyze complex societal problems that cut across areas of expertise. Learners will select a topic or problem relevant to their own work place or community. Faculty are extremely interested in the development and implementation of this offering.  
Funding: State Funding, \$828,000  
Delivery Mechanism: In-person faculty, telecommunications  
Evaluation: A detailed needs assessment and inventory of employment opportunities

Recommendation: should be included in full proposal.  
Grant pre-approval status.

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Degree Title: M Management  
Start Date: 2000-2001  
Location: Tacoma  
Enrollment: 1<sup>st</sup> year: 20 FTE, Headcount 25 – At full enrollment: 60 FTE, Headcount 75  
Need Statement: Representatives of small and large businesses, units of city and county government, and individual citizens have requested a graduate program in business at UWT for over 8 years. Recently, the Advisory Council of the Business Administration Program validated the need for and endorsed the growing need for graduate studies at UWT. A recent survey of UWT alumnae demonstrated that a graduate degree in business or management was the second most frequently selected area of interest for graduate education; among current UWT students, business/management was the most frequently selected area of interest for graduate education; among current UWT students business/management was the most frequently selected area of interest for graduate study. Work with focus groups in winter 1999 further validated these needs. This proposed program would focus on leadership and management of change in organizations. Courses will also provide needed content for non-majors in other areas of study.  
Funding: State Funding, \$1,104,000  
Delivery Mechanism: In-person faculty, telecommunications  
Evaluation: Responds to local student, community, and business interests. Saint Martin's notes that the program overlaps with its MBA and MEM offered at Lacey, McChord, and Fort Lewis.  
Recommendation Grant pre-approval status.

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Degree Title: BA Allied Health  
Start Date: 2000  
Location: Tacoma  
Enrollment: 1<sup>st</sup> Year: 16.6 FTE, Headcount 25 – At full enrollment: 50 FTE, Headcount 75  
Need Statement: The University of Washington, Tacoma has been approached by administrators, advisors, and staff from several community and technical colleges in the request. The consistent request for a baccalaureate degree has been expressed on behalf of those with associate degrees and work positions inhalation therapy, early childhood education, human services, and dental hygiene.  
Funding: State Funding, \$480,000. This proposed program would be developed in collaboration with faculty from a regional community college and dental hygiene division of the Dental School in Seattle. The proposed program would take advantage of the strong, relevant courses in policy, health, management, communication, and information technology currently offered on campus.  
Delivery Mechanism: In-person faculty, telecommunications  
Evaluation: A detailed needs assessment and occupational projections should be included in the proposal.  
Recommendation: Grant pre-approval status.

Degree Title: BS Computing and Software Systems  
Start Date: 1999-2000  
Location: Tacoma  
Enrollment: 1<sup>st</sup> year: 20 FTE, Headcount 30 – At full enrollment: 150 FTE, Headcount 300

Need Statement: A recent phone survey indicated that from 50-65% of students currently enrolled in an associate degree computer technology-related programs were interested in continuing their education. A list of nearly 300 potential applicants for a UWT program continues to grow, awaiting implementation of this program. Initiation of this program would also enable development of a minor, a highly sought area of study by students across programs. Finally, a representative survey of heads of households, in which high school-aged students, resided revealed that 420 parents rated “understanding and applying computing skills and information technology” as 6.36 (on a scale of 1-7, with 7 = extremely important), further validating the need for this program

Funding: State Funding, \$1,440,000

Delivery Mechanism: In-person faculty, telecommunications

Evaluation: Program responds to student interest and industry needs. Saint Martin’s notes that the program overlaps with its computer science programs at Lacey and McChord.

Recommendation: Grant pre-approval status.

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Degree Title: BA Urban Policy Studies  
Start Date: 2001  
Location: Tacoma  
Enrollment: 1<sup>st</sup> year: 20 FTE, headcount 30 – At full enrollment: 134 FTE, headcount 200

Need Statement: A recent survey demonstrated that community college transfer students were interested in an interdisciplinary program in policy studies. With plans for an international services delivery zone, urban and waterfront development, activity at clean-up sites, and growth of the Port of Tacoma, there is a current and future need for graduates prepared in this area. The University of Washington, Tacoma is situated in a “natural laboratory” for a degree in urban policy studies. This course of study will also respond to requests from undergraduate majors for a focus in urban studies policy. The proposed program will also provide a focus for undergraduate students in the highly successful American Humanics program, which prepares learners for careers in non-profit organizations.

Funding: State Funding, \$1,286,400

Delivery Mechanism: In-person faculty, telecommunications

Evaluation: A detailed needs assessment and occupational projections should be included in the proposal.

Recommendation: Grant pre-approval status.

### Washington State University

- Degree Title: BA Women's Studies  
Location: Vancouver  
Start Date: Fall 2001  
Enrollment: Headcount: First Year – 10; At Full Enrollment – 20. FTEs: First Year – 3; At Full Enrollment - 6
- Need Statement: In Washington State, only WSU Pullman, and UW offer a BA in Women's Studies. Implementing this degree at WSU Vancouver would offer SW Washington students excellent preparation for careers in business, communications, education, government, health services, human services, and sciences. Skills acquired by Women's Studies' students include collaborative learning, critical analysis, research design and analysis, and interpersonal communication. Women's Studies prepares students to understand issues of diversity and equity, and how these issues are important in the workplace. It further promotes leadership qualities in women through the study of historical and contemporary roles of women. Women's Studies also helps to recruit and retain a diverse student body. Because Women's Studies is a multidisciplinary field, students also may have a strong secondary academic focus that further enhances their educational experience and employment possibilities.
- The core courses in the Women's Studies degree focus on (1) women's issues; (2) intersections of race, class, and gender; (3) theory; and (4) an internship. Currently at WSU Vancouver, Women's Studies is offered as a "major concentration" within the General Studies degree; each semester, 2 - 4 Women's Studies courses are offered.
- Job opportunities for Women's Studies majors are available and appear to be growing. According to the *Clark County Occupational Outlook*, Human Service workers are listed under "Fastest Growing Occupations" and these positions will triple between 1995 and 2005; vocational and educational counselors will be needed to fill 14 openings annually. Education and health fields also are expected to increase considerably in the near future. Now in its second year, the BA in Women's Studies degree in Pullman has 21 majors. The six graduates, to date, are employed as follows: YWCA director, researcher for Washington State Legislature, KQED reporter, homeless shelter coordinator, writer for a pharmaceutical ad agency, and a customer specialist for a communications company.
- This spring 65% of WSU Vancouver undergraduates were women and 48% of them were over 30. This population has a strong interest in Women's Studies.
- The core courses for a Women's Studies major will all be available as distance courses by May 2000. This development would make a Women's Studies BA even more accessible to WSU Vancouver students. Of the 39 required credits, only 3 are at the 200 level. Washington community colleges have an equivalent for this introductory course. Clark College, WSU's feeder institution, has a strong Women's Studies program. The program's faculty have expressed interest in collaborating with WSU Vancouver on a Women's Studies degree program.
- Funding: \$6,418 per FTE  
Delivery Mechanism: Tenure-track faculty and renewable contract faculty at WSU Vancouver will teach courses on-site, plus WSU Pullman faculty will teach courses electronically.

Evaluation: A detailed needs assessment and local employment opportunities should be included in the proposal.  
 Recommendation: Grant pre-approval status

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Degree Title: BS Natural Resource Sciences

Location: Spokane

Start Date: Fall 2001

Enrollment:	First Year	At Full Enrollment
Headcount	20	60
FTE	10	50

Need Statement: The Bachelor of Science in Natural Resource Sciences at WSU Spokane is proposed as an extension of the existing degree with a special option in Urban Ecology and Resource Management. This option would only be available at WSU Spokane.

Spokane provides an urban laboratory that supports the study of issues related to urban population growth, land use, ecological impact, and the management of wildlife and natural resources within an urban context. In addition, there is a close and natural relationship between this new option and the existing Landscape Architecture program and the GIS laboratory at the WSUS Interdisciplinary Design Institute.

As the populations of urban centers in the Pacific Northwest and other regions of the United States continue to grow at an alarmingly high rate, concern about how to manage the interface between human population growth and wildlife and natural resources has reached an all time high. Individuals educated and trained to help cities and counties deal with such things as wetland preservation, wildlife management, endangered species control, water and natural resource pollution, forest fire control, and other such issues are in high demand--not only in the Pacific Northwest, but population centers throughout the world.

Funding: New enrollment funding plus internal reallocation

Delivery Mechanism: On-site faculty; faculty traveling between WSUS and WSUP; WHETS, TCP/IP teleconferencing, Web-based instruction.

Evaluation: Although the rationale for the program is persuasive, it lacks detailed data. The program proposal should provide a detailed needs assessment and local employment information.

Recommendation: Grant pre-approval status

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Degree Title: BS Manufacturing Engineering

Location: Spokane

Start Date: Fall 2001

Enrollment:	Year 1	Year 5
Headcount	30	60
FTES	10	30

Need Statement: Ongoing discussions among Gonzaga University, University of Idaho, and Washington State University administration and faculty representatives have identified the need for a collaborative effort in Engineering in order to meet the demand of the Spokane community and the Inland Northwest. The Bachelor of Science in Manufacturing Engineering will be part of a collaborative effort among the three institutions. Emphasis will be placed

on real-world learning experiences that are inspired by industry and jointly sponsored by the three institutions. The primary feeder institutions for the degree will be area community colleges. This degree program is oriented towards place bound students in a specialized engineering area. It is distinct from the Mechanical Engineering program of GU owing to its manufacturing specialization and its format. Courses will be offered in residence and electronically by the three institutions.

Funding: x  
Delivery Mechanisms: Delivery modality will be through a coordination of methods, but primarily electronic. Course will be delivered and/or originate at Gonzaga, WSU Riverpoint and UI Riverbend Research and Training Park. Laboratories at GU will be used for courses requiring laboratory sessions.  
Evaluation: This is a collaborative program that will meet regional needs.  
Recommendation: Grant pre-approval status

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Degree Title: BS in Nursing (completion program for Community College RN graduates)  
Location: Walla Walla, Gray's Harbor, Pullman, Moses Lake, Longview, Omak, Colville, Northern Idaho, Port Angeles  
Start Date: x  
Enrollment: 15 minimum at each site  
Need Statement: This RN/BSN degree program is currently in place in Spokane, Vancouver, Yakima, Tricities and Wenatchee. Requests have been made to the WSU College of Nursing by the community colleges as well as the health care agencies in each of the listed communities for this program to be offered on site. A needs assessment at each of the proposed sites is currently in process (July, 1999). This program of study has recently been revised to address the needs of community college nursing graduates as well as the employers of nurses throughout the region. The revision process was conducted in close collaboration with the directors of the community college nursing programs in the region as well as the nurse executives in the health care facilities that would be hiring graduates. The program also is designed to maximize articulation between the community colleges and WSU, and is in line with the articulation efforts of the Council of Nursing Education in Washington State (the deans and directors of all nursing education programs in the state). Currently, there is a very significant nursing shortage within the state and across the nation for nurses with all levels of preparation. The need for nurses with baccalaureate preparation is even more acute due to the rapidly changing health care environment that demands nurses with strong decision-making and leadership skills as well as a background and understanding of managed care and community nursing. Baccalaureate education opportunities currently are very limited in all the proposed communities; such educational  
Funding: Overall, per cohort of 15 students - \$135,000; FTE - \$9000 per year  
Delivery mechanism: On-site faculty, faculty traveling from a campus, telecommunications, etc. Lecture classes would be taught over the WHETS system as well as with the use of web based and video methodologies for some courses. Faculty members teaching a course from another site - primarily Spokane and Vancouver - would make site visits (generally one visit per semester per course). A part-time faculty member would be hired at the site for purposes of advising and supervising clinical practica. In some instances, that faculty member would hold a joint appointment with the community

- college at the site.
- Evaluation: A detailed needs assessment should be provided in the program proposal. WSU/ICNE and UW should develop a plan for delivering the undergraduate nursing program on a rotating basis throughout the state.
- Recommendation: Grant pre-approval status but hold final action until the Board has reviewed and approved a delivery plan that is developed collaboratively by the state's two programs at WSU/ICNE and UW.
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- Degree Title: BA Elementary Education  
Location: Northwest Indian College, Lummi Indian Reservation  
Start Date: Fall 2000  
Enrollment: 6
- Need Statement: The Northwest region is rich in American Indian and Alaska Native presence. As reported by the U.S. Department of Education (1997), there are over 100,000 American Indian and Alaska Native students and 40 Indian reservations. There are 12 tribal and Bureau of Indian Affairs schools that have 99% Indian student enrollment and 147 public schools with over 50% Indian student enrollment. However, there are fewer than 50 certified Native teachers to serve these students and schools. Representative of the region, the State of Washington has twenty school districts with Native student populations exceeding 20%; in nine of these school districts, the Native student is the majority (between 50% and 95%). Only a few of these districts employ a Native teacher, and eight Native teachers are enrolled tribal members of one of the 27 federally recognized tribes in Washington. Almost none of the non-Native teachers and administrators in public school districts or tribal schools have previous degree coursework or in-service training in the area of Indian education.
- Funding: W.K. Kellogg Foundation, \$200,000 per year for four years
- Delivery mechanism: On-site faculty, faculty traveling from a campus, telecommunications, etc. The course for this degree to be awarded by WSU are being offered on the NWIC campus, through WHETS, and via the internet.
- Evaluation: Increases the number of Native Americans in the education profession.
- Recommendation: Grant pre-approval status.
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- Degree Title: B.S. Natural Resource Economics  
Start Date: Spring 2000  
Location: Pullman  
Enrollment: 6 - 30
- Need Statement: Washington State University currently has a number of programs of study available for those with interests in environmental and natural resource studies. While interest in environmental and natural resources topics is very high, the proposed program will be designed to appeal to a relatively moderate sized group of students. Those with interests in the technical side (biology, planning, geology, chemistry, and soils) can find majors in Natural Resource Sciences, Environmental Engineering, or Environmental Studies and Regional Planning. Those interested in the social dimensions of natural resource issues can find classes in political science and sociology. However, none of the existing programs specifically addresses the needs of those interested in the economics, finance, and management of

environmental and natural resource matters. While most of the class work for a program in environmental and natural resource economics exists in Agricultural Economics and other departments, undergraduate students who wish to focus on economics, finance, and management of environmental and natural resources have no current home. The proposed program will provide an integrated curriculum and an appropriate degree for such students. It is also expected to attract some minors from the other environmental and natural resources programs. Government agencies charged with environmental and natural resource policy and private enterprises operating in these sectors employ large numbers of people with technical qualifications (biologists, engineers, and related fields). Because management of environmental and natural resources inevitably involves costs and revenues and how costs, revenues and regulations create incentives which affect human behavior, they also employ smaller numbers trained in economics, finance, and/or management. For instance, one might ask under what conditions a conservation program is likely to be adopted by households, or what the costs of an environmental program are compared to its benefits in improved environmental quality. Such tasks require expertise in economics. Demand for such students will not be large, but students will find the degree to be valuable in the market place. An analogy might be with business schools where there are many management and marketing students, but few finance and economics students, yet the finance and economics students tend to get higher paid jobs. Many students from a program in natural resource economics will go on to graduate school. Economics is often a staff position rather than a line position in private and public sector workplaces. Such staff experts are often expected to have higher academic degrees in both private industry and governmental agencies. Because environmental issues can touch so many things, even non-resource related organizations often must have expertise in environmental and natural resource economics. Thus, program and project benefits and costs, profits and losses must be calculated; effects of government environmental programs on business and the effects of businesses on environment must be assessed. Expertise for these tasks may be in-house or may be out-sourced to consultants. All of these circumstances represent demand for the prospective graduates of this program. Some students will be hired for more traditional line management positions in the resource industries (timber, mining, and fishing) either in the private or public sector, but resource industries may actually take a minor part of the graduates. Among the resource industries, the waste management and environmental remediation industry is one of the fastest growing industries in industrialized countries. This industry could be a leading employer of graduates of the program.

**Funding:** For the most part this curriculum will be developed through appropriate combination of existing courses and resources. Some of the core classes are currently taught within the department as service classes to other departments, or as broadening classes for current Agricultural Economics or Agribusiness majors. For instance, a core sequence in resource economics (Ag Econ 311 and Ag Econ 480) already exists. Ag Econ 311 is a required class for NATRS majors and 480 is offered as an interest area class in the department. Another established core class is Natural Resource Law (Ag Ec 435). In addition many needed economics classes are already available including management (Ag Ec 340), policy (Ag Ec

490), and finance (Ag Ec 430 and NATRS 410, forest finance). Moreover, the departments of Economics, Natural Resource Sciences, and Environmental Studies and Regional Planning also have important supporting classes such as Economics of Environmental Issues (Econ 481) and NATRS 303, Conservation of Natural Resources, and 403, Natural Resources Planning. It is expected that requirements for additional resources in these classes due to the proposed program will be minimal unless the program enjoys unexpected levels of appeal. Only one class is expected to be substantially affected by the proposed major, that is the proposed revitalization of the moribund environmental and economic impact analysis class (to be revised and renumbered Ag Ec 325). Provided that no faculty are lost from the Ag Econ department in the interim, this program is projected to require no increase in faculty FTEs, at least in the short and medium term. The proposed program will increase the normal operational budget associated with teaching and a second degree will also increase departmental administrative overhead somewhat. The only major overhead expense foreseen in the intermediate term is the need for additional TA support if some classes grow sufficiently.

Delivery mechanism: Initially this is expected to be an on-site Pullman program, although it has potential to grow at the Vancouver and Tri-cities sites and as an EDP program.

Evaluation: A detailed needs assessment and specific data on employment opportunities should be included in the program proposal.

Recommendation: Grant pre-approval status.

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Degree Title: BA in Anthropology  
Location: Vancouver  
Start Date: Fall 2001  
Enrollment: 15 - 30  
Need Statement: Anthropological study provides training particularly well suited to the 21st century. The local and regional economy is increasingly international, work forces and markets, increasingly diverse; participatory management and decision making, increasingly important; communication skills, increasingly in demand. A recent story in the Oregonian described how Hewlett-Packard utilized anthropologists to increase productivity. At a global level, the World Bank is restructuring and plans to hire fewer economists and more anthropologists. Anthropologists, it is felt, will best be able to understand the financial needs of businesses in other countries. It is assumed that anthropologists will make the projects more relevant and cost-effective. Anthropology is also the only contemporary discipline that approaches human questions from historical, biological, linguistic, and cultural perspectives. Public and private institutions in the Vancouver-Portland Metropolitan Area are increasingly international and ethnically diverse. A BA in Anthropology would enable our students to apply for a diverse range of public and private institutions seeking individuals with the skills obtained in anthropology (e.g., an employee who can work well with people from diverse cultural and ethnic backgrounds). The Washington State Occupational Outlook (1995-2010) indicates that human service workers are the fifth fastest growing occupation in the state with an annual growth rate of 9.39 percent. Students with a BA in Anthropology could apply for archaeology positions at the US Forest Service, Bureau of Land

Management and numerous private contract archaeology firms (Archaeological Services of Clark County, Heritage Research Associates Inc, and Archaeological Investigations Northwest Inc). Anthropologists with BAs are also eligible to apply for positions in museums with ethnographic materials (city, county, state museums), numerous state social service agencies and national and international agencies. The diversity of positions that BA graduates move into is demonstrated in some of the following positions currently held by WSU Pullman graduates: social worker, research investigator for the State of Washington, health coordinator for a Head Start program, high school teacher, resource analyst for Yakima County, foreign service officer for the US Department of State, free lance writer and revenue agent for the IRS.

- Funding: New State funds - \$6418 per FTE.  
Delivery mechanism: Courses will be taught by tenure-track faculty and renewable contract faculty at WSU Vancouver, supplemented by courses taught by WSU Pullman faculty over WHETS and or adjunct faculty.  
Evaluation: Employment possibilities and student interest in this area are high.  
Recommendation: Grant pre-approval status.
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- Degree Title: BA in History  
Location: Vancouver  
Start Date: Fall 2001  
Enrollment: 20-40  
Need Statement: The BA in history will be especially important to students who wish to teach high school history (Vancouver already has in place a history and social studies teacher certification program) or who wish to pursue graduate degrees in history and related fields, such as law, library science, public media, museum studies and investigative research. The Washington and Oregon State Employment Departments project 35 openings per year in the Clark County/Portland metropolitan region for high school social science teachers through 2005. Law firms are expected to need 89 new lawyers and 22 paralegals, some of whom will, no doubt, be history majors. Libraries will hire 37 new professional librarians, many of whom will major in history as undergraduates. Local museums, historical societies, and similar employers are expected to hire approximately 6 curators, archivists, museum technicians and/or restorers per year. A growing occupational opportunity for history researchers is the field of forensic investigation. The region will require 55 private detective/investigators every year through 2005. Indeed, history is a flexible degree that will teach valuable skills for a wide range of professional and technical careers. It is impossible to enumerate the diverse options open to these well-trained students.
- Funding: New State funds - \$9114 per FTE  
Delivery mechanism: This curriculum will be taught primarily by tenure-track faculty resident at Vancouver, supplemented by courses taught by WSU Pullman faculty over WHETS and a few adjunct sections.  
Evaluation: This is another example of a concentration being elevated to a stand alone degree program at WSU Vancouver.  
Recommendation: Grant pre-approval status.
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Degree Title: BS Engineering Technology  
Location: Vancouver  
Start Date: Fall 2001  
Enrollments: 25-60  
Need Statement: Among the bachelor's degree options that are not available in Southwestern Washington, yet in demand by area employers, are those in mechanical, electronic, and computer engineering technology. These are hardware-based areas of study in contrast to information technology, which is software-based.  
Funding: New State funds and internal reallocation \$18,874 per FTE.  
Delivery Mechanism: This program will be delivered in various ways. The majority will be provided by on-site, full-time faculty. Some portions will employ adjunct faculty who are industry employees in the area or who are faculty of the Oregon Institute of Technology and/or Clark College.  
Evaluation: A detailed needs assessment and discussion of the Oregon Institute of Technology's programmatic offerings in the region should be provided in the program proposal.  
Recommendation: Grant pre-approval status.

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Degree Title: BA in Elementary Education  
Location: Centralia Community College; WSU-V/Clark Community College; Lower Columbia Community College  
Start Date: Summer 2000  
Enrollment: 25  
Need Statement: The community colleges in southwest Washington are interested in working with WSU in response to (1) a need in the state for certified teachers and (2) a need in southwest Washington for a high quality undergraduate teacher education program for place-bound students and (3) a grant-funded program in elementary education with an ESL teaching endorsement. The program as delivered will be similar to the model already approved on the Gray's Harbor Community College campus. There may also be opportunities for the community colleges to work together as a consortium to offer community college prerequisites via distance learning, as well as some BA level coursework via WHETS.  
Funding: Five courses will be offered each semester and every summer. Classes to be coordinated by existing faculty. New State Funds: 2 FTE Assistant Professors to offer the additional classes; adjunct instruction at community college site .5 FTE; student teaching funding at \$1,000 per student or \$75,000 per year.  
Delivery mechanism: The courses for this degree will be offered from Pullman via WHETS; from Vancouver via WHETS; and on site by adjunct instructors. Pullman campus will be responsible for general elementary education programming; Vancouver campus will provide the ESL endorsement courses, as well as the outreach and supporting activities to attract and retain bilingual students.  
Evaluation: A detailed needs assessment and detailed data/description of employment opportunities in southwest Washington should be provided in the program proposal. St. Martin's notes that the program for Centralia College overlaps with their Elementary Education degree offered at Lacey.  
Recommendation: Grant pre-approval status.

Degree Title: MA in Human Services  
Location: Vancouver  
Start Date: Fall 2001  
Enrollment: 20-45  
Need Statement: Interdisciplinary study in Human Services will provide a graduate education most suited to both new and experienced professionals working with human populations in both private and public settings. As the local and regional economy of Southwest Washington continues to grow (and age), the demand for professionals who are trained in a variety of direct service and management level areas continues to expand. Presently intervention- and prevention-focused human services are provided from both specific and disciplinary-tied service delivery options (e.g., social work, mental health intervention, medical evaluation) and inter-disciplinary (intra-agency) models. It is to the latter service delivery mode that this degree is targeted. The intra-agency management is required for many state, county and public agencies which provide services to individuals across Washington State. Newer governmental, private, and foundation sources also require a multi-disciplinary focus for service delivery and practice. Finding a match between delivery models and program implementation across the varying areas of need for human populations is key to developing programs and services that are relevant, effective, cost-efficient, and accountable.

Funding: New State funds \$9,710 per FTE.  
Delivery mechanism: This curriculum will be taught primarily by resident tenure-track faculty resident at Vancouver and renewable contract faculty, supplemented with courses taught by WSU faculty at other sites over WHETS.

Evaluation: Employment possibilities and student interest in this area are high.  
Recommendation: Grant pre-approval status.

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Degree Title: M Management Information Systems  
Location: Vancouver  
Start Date: Fall 2002  
Enrollment: 10-50  
Need Statement: Numerous state and federal studies highlight the growing demand for workers trained in high technology fields. Approximately 60% of the future demand growth for "systems" professionals will be in the field of Management Information Systems (MIS). MIS differs from computer science by using technology to solve business problems, rather than creating or optimizing technology. Industry demand for MIS graduates is highlighted by starting salaries in the \$45,000 to \$60,000 range with most students receiving multiple offers. Growth in the WSU undergraduate MIS program has been phenomenal (over 200% in 2 years). The growing demand for MIS training and the increased number of undergraduates with MIS degrees is causing an increase demand for masters training in MIS. While there are numerous programs offering master level work in computer science, there is no state program for a master's degree in Management Information Systems.

Funding: \$13,528 per FTE -- New state enrollment funds  
Delivery mechanism: Primarily use on-site faculty teaching traditional classes. Some WHETS

may be used for specific courses.  
Evaluation: Professionals with advanced knowledge and skills in this field are in high demand.  
Recommendation: Grant pre-approval status.

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Degree Title: MS Health Care Informatics  
Location: Spokane  
Start Date: 2001  
Enrollment: 10-20  
Need Statement: The Master of Science in Health Care Informatics at WSU Spokane is proposed to meet the demand and expressed need among physicians, nurses, pharmacists, and other health care professionals in the Spokane area for a specialized program in health information system education. The Master of Science in Health Care Informatics will link relevant theoretical principles with practical methodologies for the effective administration of information technologies and their application to improve health service delivery. In depth analysis of issues such as new methods to enhance the timely reporting of laboratory and radiology results, review and evaluation of management processes to enhance clinical decision support and evidence-based disease management, and methodologies for evaluation of health care quality through the measurement of clinical outcomes will underpin the curriculum.  
Funding: Budget Detail: Full funding for the program includes 1 on-site FTE (approximately \$75,000), staff support (\$25,000), equipment (\$20,000), travel (\$5000). Sources of Funding: New enrollment funding plus internal reallocation  
Delivery Mechanisms: On-site faculty; faculty traveling between WSUS and WSUP; WHETS, TCP/IP teleconferencing, H.320 real time video (WECAN), & Web-based instruction.  
Evaluation: Program appears to be needed and responsive to health community.  
Recommendation: Grant pre-approval status.

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Degree Title: D of Education (Ed.D.) for School Administration: A Pilot for a Field-based Program  
Location: Pullman, Vancouver, Tri-cities, Distance Education  
Start Date: Fall, 2000  
Enrollment: see table  
Need Statement: The Ed.D. Degree has become a necessary credential for various professional roles in K-12 educational administration, particularly for the superintendency. In the past, Washington State University prepared approximately 80% of superintendents in the State of Washington. This number has dropped to 20% in recent years, as districts have reduced or eliminated opportunities for administrators to take professional leave for educational purposes. At present, there are many placebound school administrators who would like to complete WSU degrees but cannot matriculate on the Pullman campus.  
Funding: The following is a summary of estimated program costs for Year 1 and Year 4 of the program:  
Evaluation: The branch campuses were created to address the need of under-served

urban populations for additional upper-division and master's-level education, not for doctoral degrees. The state and the HECB restricted the offering of doctoral programs on branch campuses, due to concerns about quality, need, and cost, and in recognition of the statutory role and mission of branch campuses. These concerns are no different today, although new telecommunications and distance education technology may soften some of the concerns about cost, though not necessarily about quality and need. Branch campus requests for doctoral programs must show extraordinary circumstance; currently, WSU has not demonstrated that this program meets that criteria.

Recommendation: WSU will undertake a study regarding this request for possible HECB action.

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Degree Title: M Architecture  
Location: Available WSU – Pullman  
Start Date: Autumn of 2001  
Enrollment: First Year: 45  
Need Statement: The School of Architecture and Construction Management professional degree program presently has as its terminal degree the five-year *Bachelor of Architecture* which is accredited by National Architectural Accrediting Board (NAAB). Typically 45 students are graduated in this program each academic year.\* This new program proposed for pre-approval is for the Bachelor of Architecture degree to be changed to a *Master of Architecture*.  
Funding: No new state funds will be required.  
Delivery Mechanism: All courses for this degree are already in place. Undergraduate courses, presently offered in the fifth year of the curriculum, would be changed to graduate level and would need new graduate course numbers. No change in the method and location of delivery is anticipated, although we will explore offering the fifth year of the program at WSU's Interdisciplinary Design Institute in Spokane for a select number of students should it be desirable. The fifth year of this program will not require any new faculty, instructional space, nor will it require any additional funding.  
Evaluation: Addresses the demands of the profession.  
Recommendation: Grant pre-approval status.

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Degree Title: MA Leadership and Organizational Studies (Working title)  
Location: Pullman; Spokane - Spokane & Burian (Criminal justice Training Center)  
Start Date: Fall 2001  
Enrollment: 10-40  
Need Statement: At the request of the Criminal Justice Training Commission and the Washington Association of Sheriffs and Chiefs, WSU Spokane is developing a new graduate program in leadership and organizational studies. This program will be linked with an executive certification initiative of the Training Commission to document the preparedness of law enforcement, corrections, and local government personnel for advancement within the profession. The degree program is purposefully interdisciplinary to provide the requisite organizational skills for executive leadership in this public sector.  
Funding: Budget Detail: Estimated cost of the program at maturity is \$200,000 per

year for two new faculty, adjunct and operations support. Cost per FTE is \$11,580 predicted on WSU Spokane's current MA in Criminal Justice.

**Sources of Funding:** New enrollment funding plus internal reallocation

**Delivery Mechanisms:** The program will be offered at WSU Spokane and the Criminal Justice Training Commission in Burian. WSUS already has four criminal justice faculty distributed among the two sites (three in Spokane, one in Burian). The two additional faculty lines will be located in Burian. Instruction will be delivered in residence and electronically between the two sites.

**Evaluation:** Addresses employer demand and regional needs.

**Recommendation:** Grant pre-approval status.

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**Degree Title:** M Nursing  
**Start Date:** 2000  
**Location:** Wenatchee; Walla Walla; Moses Lake; Gray's Harbor; Longview; Pullman; Omak; Colville; Tri-Cities  
**Enrollment:** 15

**Need Statement:** A formal needs assessment is underway in all the communities listed above; however, discussions with students, potential students, and employers of nurses in all these areas reveal that many community college nursing graduates are seeking a baccalaureate degree as a step to their real goal, that of obtaining a master's degree in nursing. Additionally, there is an acute need for master's prepared nurses both to provide leadership in various the various health care settings throughout the state, particularly in rural areas and smaller communities, as a result of the rapidly changing health care environment. There also is an acute need across the state for community college nurse educators who, under the directives of the Washington Administrative Code Nurse Practice Act, must hold a master's degree in nursing to teach.

**Funding:** Cohort cost for 15 students - \$140,000 per year. FTE - \$9,300 per year. Source of funding - Tuition, new money, and possibly USPHS Division of Nursing grant funds for up to 3 years.

**Delivery mechanism:** Lecture classes would be taught over the WHETS system as well as with the use of web based and video methodologies for some courses. Faculty members teaching a course from another site - primarily Spokane and Vancouver - would make site visits (generally one visit per semester per course). Advising would be handled by the local part-time faculty member who is also working with RN/BSN students as well as by the Graduate Program Coordinator out of Spokane. Appropriately prepared practitioners from the local area would be appointed to supervise practica, again with oversight by the Coordinator.

**Evaluation:** detailed needs assessment should be provided in the program proposal. WSU/ICNE and UW should develop a plan for delivering the undergraduate nursing program on a rotating basis throughout the state.

**Recommendation:** Grant pre-approval status but hold final action until the Board has reviewed and approved a delivery plan that is developed collaboratively by the state's two programs at WSU/ICNE and UW.

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**Degree Title:** D of Design  
**Location:** Spokane

Start Date: Fall 2002  
Enrollment: 5-20  
Need Statement: The design and construction disciplines are experiencing rapid growth. Such things as technological innovations, scientific advancements, increasing public awareness of the environmental consequences of human actions, and growing recognition of plural values in society are the driving forces behind an increase in the complexity and scope of design issues. Other forces such as increasing fragmentation of the built environment, informed citizenry demanding quality in their built and natural environment; and continuing polarization of the global market have increased the need for individuals with an advanced education in the design disciplines.

Funding: Budget Detail: Full funding for the program includes new 2.5 on-site FTE (approximately \$180,000), Research Assistantships (\$45,000), staff support (\$25,000), equipment (\$20,000), program library acquisitions, (\$7500 Goods and Services, \$5000, WHETS (\$20,000) (travel (\$2,500). Sources of Funding: New enrollment funding plus internal reallocation

Delivery Mechanisms: On-site faculty; faculty traveling between WSUS and WSUP; WHETS, TCP/IP teleconferencing, Web-based instruction.

Evaluation: The branch campuses were created to address the need of under-served urban populations for additional upper-division and master's-level education, not for doctoral degrees. The state and the HECB restricted the offering of doctoral programs on branch campuses, due to concerns about quality, need, and cost, and in recognition of the statutory role and mission of branch campuses. These concerns are no different today, although new telecommunications and distance education technology may soften some of the concerns about cost, though not necessarily about quality and need. Branch campus requests for doctoral programs must show extraordinary circumstance; currently, WSU has not demonstrated that this program meets that criteria.

Evaluation: HECB staff notes that the state already has five universities that offer the Ed D and questions the need for more capacity.

Recommendation: WSU will undertake a study regarding this request for possible HECB action.

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Degree Title: M.S. Natural Resource Sciences (Non-Thesis)  
Start Date: Fall 2001  
Location(s): Spokane  
Enrollment: 10-20  
Need Statement: The Master of Science in Natural Resource Sciences, a non-thesis option, at WSU Spokane is proposed as an extension of the existing degree with a special option in Urban Ecology and Resource Management. This option would only be available at WSU Spokane. This degree option at WSU Spokane will build upon the urban context of Spokane, provide critical linkages with, and supporting courses for, the newly approved Master of Science in Landscape Architecture at the Interdisciplinary Design Institute, and establish a research base for the study of the urban interface and management of natural resources specific to the Inland Northwest. In depth study of issues such as urban sprawl, land use, ecological impact, and wildlife management can be accomplished in the urban laboratory offered by Spokane and other surrounding population growth areas such as Coeur

D'Alene, ID, Colville, WA, Newport, WA, and Sandpoint, ID.

Funding: Budget Detail: Full funding for the program includes 1 on-site FTE (approximately \$75,000), staff support (\$25,000), equipment (\$20,000), travel (\$5000). Sources of Funding: New enrollment funding plus internal reallocation

Delivery Mechanisms: On-site faculty; faculty traveling between WSUS and WSUP; WHETS, TCP/IP teleconferencing, Web-based instruction.

Evaluation: A detailed needs assessment and inventory of employment opportunities should be included in the full proposal.

Recommendation: Grant pre-approval status.

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Degree Title: M.A. in History (Joint Program with Portland State University Department of History)

Location: Vancouver

Start Date: Fall 2001

Enrollment: x

Need Statement: The M.A. in History with a concentration in World History or Public History will be especially important to place bound students in S. Washington and N. Oregon who wish to pursue careers in international business or communications, or who wish to teach history at the secondary and community college levels where global studies and world history are emphasized. WSU Vancouver already has in place a history and social studies secondary teacher certification program.

Funding: New State funds - \$11,569 per FTE.

Delivery mechanism: To tap into the expertise of WSU Vancouver, PSU and WSU Pullman faculty, several less traditional modes of delivery will be employed: team-teaching, multi-site, mini-courses, as well as WHETS.

Evaluation: A detailed needs assessment and inventory of employment opportunities should be included in the full proposal.

Recommendation: Grant pre-approval status.

### Central Washington University

- Degree Title: MEd Master Teacher  
Location: Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima  
Start Date: Fall 2000  
Enrollment: 15 - 25 Student Cohorts  
Need Statement: The Master Teacher program is designed for experienced classroom teachers interested in advanced preparation in the theory and practice of learning and instruction. The Master Teacher Degree has been requested by classroom teachers desiring a quality and rigorous advanced degree program. We are proposing this advanced degree to be located at the CWU Centers for those graduate students who are placed bound by job and family. This program proposal reflects the increasing request by school teachers to be better qualified, by school administrators who need highly qualified teachers teaching in their field of expertise, and by state legislators who want to provide educators with opportunities to increase teaching skills and compensation without leaving the classroom. CWU will collaborate with other public higher education teacher training units in articulating program degree requirement and delivery of the Master Teacher Degree program (e.g., Western Washington University, Eastern Washington University, Washington State University, University of Washington, Seattle, Tacoma, and Bothell, and Evergreen State College.)  
Funding: All programs would be on state support status.  
Delivery Mechanism: Online Internet webbased will be utilized for possibly 2 courses in the program. The rest of the courses would be offered via distance and direct instruction by on-campus faculty.  
Evaluation: Meets professional development needs of K-12 practitioners.  
Recommendation: Grant pre-approval status.
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- Degree Title: MEd Administration  
Location: Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima  
Start Date: Fall 2000  
Enrollment: 25 per cohort, new cohort each academic year  
Need Statement: The need for additional qualified school administrators is supported by surveys done by the Washington Association of School Administrators, the Association of School Principals, and the Washington State School Directors' Association. There has been a significant decline in developing a pool of qualified candidates for the principalship and the superintendency. There has also been an increase in administrator vacancies caused by the number of retirees. Compounding the need to expand access to administrator preparation programs is the inability of aspiring administrators to relocate to be near a credible program. Central Washington University has proposed to locate programs at all CWU Centers and where there is interest, collaborate with other public higher education units in delivering school administrator programs (e.g., Western Washington University at the Lynnwood Center and Eastern Washington University at the Moses Lake Center).  
Funding: Initially self-support through continuing education and normal tuition state support.

Delivery Mechanism: Combination of K-20 interactive video, internet and on-site instruction.  
Evaluation: Meets professional development needs of K-12 practitioners.  
Recommendation: Grant pre-approval status.

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Degree Title: MEd Master Teacher with Specialization in Instructional Technology  
Location: Ellensburg, Lynnwood, Steilacoom  
Start Date: Fall 2000  
Enrollment: 20 per cohort, new cohort each academic year.  
Need Statement: The Masters of Education with specialization in Instructional Technology program is designed to prepare educators in the utilization of technology to increase student achievement in the classroom. This program, in response to requests by K-12 administrators, will prepare educators to adapt a variety of hardware and software technologies to enhance the classroom teacher's ability to increase student learning. The program of study is not intended for aspiring computer programmers or hardware technicians. Rather it is a program for those interested in leading a site level team of teachers interested in strengthening their teaching effectiveness through technology.  
Funding: Continuing education, self-support and tuition, and state support.  
Delivery Mechanism: Combination of K-20 interactive video, Internet, and on-site instruction.  
Evaluation: Provides advanced technology competencies to K-12 practitioners.  
Recommendation: Grant pre-approval status.

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Degree Title: BS Safety and Health Management  
Locations: Lynnwood, Moses Lake, SeaTac, Wenatchee.  
Start Date: CWU SeaTac and CWU Lynnwood – Fall 2000; CWU Moses Lake and CWU Wenatchee – Fall 2001  
Enrollment: For each site: 1<sup>st</sup> year – 15 FTEs, 2<sup>nd</sup> year – 20 FTEs, 3<sup>rd</sup> year – 20 FTEs, 4<sup>th</sup> and 5<sup>th</sup> years – 20 FTEs  
Need Statement: The need for program expansion in safety and health management is the result of the growing number of inquires by both public and private agencies seeking qualified graduates. This need for trained personnel in safety and health is also growing because of OSHA requirements, potential litigation, and increasing concern for employee safety. The interest in programs leading to the safety and health management degree have been expressed by community college advisors, particularly in the Puget Sound area.  
Funding: Combination of self support and state support.  
Delivery Methods: Traditional classroom, K-20 interactive video and Internet. -- Other: By locating and coordinating a selected group of technical programs at the same location, courses required in one program can be electives in the other programs. This will add to the stability of all of the programs. Evening and weekend classes.  
Evaluation: A detailed needs assessment and inventory of employment opportunities should be provided in the full proposal.  
Recommendation: Grant pre-approval status.

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Degree Title: BS Industrial Technology  
Locations: Moses Lake, SeaTac, Wenatchee.  
Start Date: CWU SeaTac - Fall 2000; Moses Lake and Wenatchee - Fall 2001  
Enrollment: For each site: 1<sup>st</sup> year - 15 FTEs, 2<sup>nd</sup> year - 20 FTEs, 3<sup>rd</sup> year - 20 FTEs, 4<sup>th</sup> and 5<sup>th</sup> years - 20 FTEs  
Need Statement: The Industrial Technology program is part of a two + two program is part of an articulation agreement with Highline, Green River, and Pierce Community Colleges. This degree program need is further supported by demands from employers. Further, the need for an industrial technology degree program has been expressed by students and community college counselors.  
Funding: Combination of self support and state support.  
Delivery Methods: Traditional classroom, K-20 interactive video and Internet. Other--By locating and coordinating a selected group of technical programs at the same location, courses required in one program can be electives in the other programs. This will add to the stability of all of the programs. Evening and weekend classes.  
Evaluation: A detailed needs assessment and inventory of employment opportunities should be provided in full proposal.  
Recommendation: Grant pre-approval status.

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Degree Title: BS Construction Management  
Location: Lynnwood  
Start Date: Fall 2001  
Enrollment: 1<sup>st</sup> year=15 FTEs, 2<sup>nd</sup> year=20 FTEs, 3<sup>rd</sup> year=20 FTEs, 4<sup>th</sup> & 5<sup>th</sup> years=20  
Need Statement: There is increasing construction activity in the Puget Sound area. This proposal reflects the interest and request for construction managers by mid-size and smaller construction companies. There has also been a growing number of inquires from students and community college advisors. Central Washington University currently has articulation agreements with Pierce and Green River community colleges to offer lower division courses that prepare students for upper division courses for a degree in construction management.  
Funding: Combination of self support and state support.  
Delivery Methods: Traditional classroom, K-20 interactive video and Internet. -- Other: By locating and coordinating a selected group of technical programs at the same location, courses required in one program can be electives in the other programs. This will add to the stability of all of the programs. Evening and weekend classes.  
Evaluation: A detailed needs assessment and inventory of employment opportunities should be provided in full proposal.  
Recommendation: Grant pre-approval status.

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Degree Title: BS Flight Technology  
Locations: Moses Lake, SeaTac.  
Start Date: Fall 2001  
Enrollment: For each site: 1<sup>st</sup> year-15 FTEs, 2<sup>nd</sup> year - 20 FTEs, 3<sup>rd</sup> year - 20 FTEs, 4<sup>th</sup> and 5<sup>th</sup> years - 20 FTEs

- Need Statement:** The Flight Technology program is a relatively complex program to deliver at CWU Centers. With the need for flight simulators and access to airports for flight training, it is proposed that this program be offered at the Moses Lake and SeaTac Centers. Interest in access to a flight technology program has increased due to a smaller number of qualified persons entering the field from the military service and the increasing number of employers needing qualified graduates in the expanding air freight business. Exacerbating the need to expand the Flight Technology Program at the Moses Lake Center is the result of the Embrey-Riddle Flight Training program leaving Big Bend Community College.
- Funding:** Combination of self support and state support.
- Delivery Methods:** Traditional classroom, K-20 interactive video and Internet. -- Other: By locating and coordinating a selected group of technical programs at the same location, courses required in one program can be electives in the other programs. This will add to the stability of all of the programs. Evening and weekend classes.
- Evaluation:** A detailed needs assessment and inventory of employment opportunities should be included in full proposal.
- Recommendation:** Grant pre-approval status.
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- Degree Title:** BS Community Health
- Locations:** Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima
- Start Date:** Fall 2001
- Enrollment:** Cohort groups of 12 – 20
- Need Statement:** Central Washington University has a strong history of providing training and education in the fields of community health. This is specifically designed for community college students the opportunity to continue their studies in the field of community health. Employment opportunities exist in hospitals, social agencies, and retirement communities, and school districts. Experts in community health are need in both the metropolitan and rural settings. The rising cost of health care to at-risk populations has created a rising need for community-based preventative health care programs and competently trained professionals. Community health care professionals continue to substantiate the need for additional/continuing educational opportunities for professionals and pre-professionals in their geographic areas.
- Funding:** Grants, State funds, continuing education.
- Delivery Mechanism:** Traditional classroom, interactive video, Internet web based.
- Evaluation:** Addresses the higher education needs of the health care community.
- Recommendation:** Grant pre-approval status.
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- Degree Title:** BS Community Health --- Specialization in Chemical Dependency
- Locations:** Lynnwood, Moses Lake
- Start Date:** Fall 2001
- Enrollment:** Cohort groups of 12 – 20
- Need Statement:** Central Washington University has a strong history of providing training and education in the fields of community health, and particular, in the field of chemical dependency. The pervasive of drug abuse and dependency in

our communities is at an all time high. These programs will provide community leaders an opportunity to expand their understanding and practices of preventive and ameliorative venues, which are most effective in addressing this crisis. Classes will involve community agencies and experts in facilitating the development of innovative solutions unique to each community. This program will be coordinated with community colleges and appropriate social agencies concerned about the drug abuse. Experts in dealing with chemical dependency are particularly need in the larger metropolitan areas in the Puget Sound area. The providers of human services in Washington State, as well as students in the Alcohol and Drug Studies Programs in the Washington State Community Colleges, have request that CWU offer accessible undergraduate and graduate degree programs in addiction studies to meet the growing demands of their profession. Professionals in the human service fields do not have quality, affordable undergraduate or graduate programs in addiction studies readily available to them. Directors of various human service agencies and education have indicated that a graduate degree in addiction studies and an undergraduate degree in chemical dependency were needed in their geographic areas.

Funding: Grants, State funds, continuing education.  
Delivery Mechanism: Traditional classroom, Interactive video, Internet web based.  
Evaluation: A detailed needs assessment should be included in the proposal.  
Recommendation: Grant pre-approval status.

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Degree Title: MS Physical Education, Health Education and Leisure Services  
Specialization in Leisure Services  
Locations: Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima  
Start Date: Fall 2001  
Enrollment: Cohort groups of 12 – 20  
Need Statement: The retirement of the baby-boom generation and the increased longevity of the US citizenry have stimulated a need for trained individuals in the leisure services domain (travel & tourism and outdoor recreation). Community leaders continue to express a desire for updated and advanced training opportunities within their communities to assist public officials and local professionals/pre-professionals in understanding the dynamics of leisure and attracting tourism to their geographic areas.

Funding: Grants, state funds, continuing education.  
Delivery Mechanism: Traditional classroom, interactive video, Internet web based.  
Evaluation: A detailed needs assessment and inventory of potential employment opportunities should be included in the full proposal.  
Recommendation: Grant pre-approval status.

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Degree Title: BS Leisure Services  
Locations: Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima  
Start Date: Fall 2000  
Enrollment: Cohort groups of 12 – 20  
Need Statement: The retirement of the baby-boom generation and the increased longevity of the US citizenry have stimulated a need for trained individuals in the leisure

services domain (travel & tourism and outdoor recreation). Community leaders continue to express a desire for updated and advanced training opportunities within their communities to assist public officials and local professionals/pre-professionals in understanding the dynamics of leisure and attracting tourism to their geographic areas.

Funding: Grants, state funds, continuing education.  
Delivery Mechanism: Traditional classroom, interactive video, Internet web based.  
Evaluation: A detailed needs assessment and inventory of employment opportunities should be included in the proposal.  
Recommendation: Grant pre-approval status.

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Degree Title: MS Physical Education, Health Education, and Leisure Services  
Specialization in Physical Education Teaching – Coaching, Sport and Athletic Administration  
Locations: Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima  
Start Date: Fall 2001  
Enrollment: Cohort groups of 12 – 20  
Need Statement: Many K-12 educators through out the State of Washington and neighboring states have needs to continue their education beyond their bachelor's degree. State certification requirements include continuing education training. Individuals with certification in Physical Education or the new Health/Fitness certification program are often involved in coaching or sport administration activities. This program will afford educators the opportunity for advanced training in coaching and athletic administration.  
Funding: Grants, State funds, continuing education.  
Delivery Mechanism: Traditional classroom, Interactive video, Internet web based.  
Evaluation: Responds to K-12 educator needs.  
Recommendation: Grant pre-approval status.

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Degree Title: MS Physical Education, Health Education, and Leisure Services  
Specialization in Addictionology  
Locations: Lynnwood, Moses Lake, SeaTac, Wenatchee, Yakima  
Start Date: Fall 2000  
Enrollment: Cohort groups of 12 – 20  
Need Statement: The providers of human services in Washington State, as well as students in the Alcohol and Drug Studies Programs in the Washington State Community Colleges, have request that CWU offer accessible undergraduate and graduate degree programs in addiction studies to meet the growing demands of their profession. Professionals in the human service fields do not have quality, affordable undergraduate or graduate programs in addiction studies readily available to them. Directors of various human service agencies and education have indicated that a graduate degree in addiction studies and an undergraduate degree in chemical dependency were needed in their geographic areas.  
Funding: Grants, State funds, continuing education.  
Delivery Mechanism: Traditional classroom, Interactive video, Internet web based.  
Evaluation: A detailed needs assessment should be included in the full proposal.  
Recommendation: Grant pre-approval status.

Degree Title: MS Physical Education, Health Education, and Leisure Services  
Specialization in Health Education - Health Promotion  
Locations: Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima  
Start Date: Fall 2000  
Enrollment: Cohort groups of 12 – 20  
Need Statement: The rising cost of health care to at risk populations has created a rising need for community-based preventative health care programs and competently trained professionals. Community health care professionals continue to substantiate the need for additional/continuing educational opportunities for professionals and pre-professionals in their geographic areas.  
Funding: Grants, State funds, continuing education.  
Delivery Mechanism: Traditional classroom, Interactive video, Internet web based.  
Evaluation: A detailed needs assessment should be included in the full proposal.  
Recommendation: Grant pre-approval status.

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Degree Title: BS or BA General Studies  
Location: Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima  
Start Date: Fall 2001  
Enrollment: 1<sup>st</sup> year – 15; 2<sup>nd</sup> year – 20; 3<sup>rd</sup> year – 25  
Need Statement: A wide range of students desire a college degree in preparation for advanced degrees, professional programs or for personal enrichment without necessarily focusing on a specific major. This degree program fills a gap in Central's curriculum and serves student need.  
Funding: Program would be on state support status.  
Delivery Mechanism: Combination of K-20 interactive video, online instruction, and on-site instruction.  
Evaluation: A detailed needs assessment and inventory of potential employment opportunities should be included in the full proposal.  
Recommendation: Grant pre-approval status.

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Degree Title: BS Environmental Geoscience  
Location: Ellensburg  
Start Date: Fall 2001  
Enrollment: 1<sup>st</sup> year - 15, 2<sup>nd</sup> year - 20, 3<sup>rd</sup> year – 25  
Need Statement: The CWU Department of Geological Sciences proposes a new program in Environmental Geoscience. This program is designed to address acute needs for environmental scientific expertise within the state. The upper Yakima Basin, federal facilities in the Tri-Cities region, and environmental concerns of urban areas within the state are creating a regional call for environmental geoscientists. Areas of particular interest include seismic and volcanic hazards, geohydrology, and environmental geochemistry of contaminated surface and groundwater systems, such as large waste disposal sites at Hanford Nuclear Reservation. We propose a new undergraduate major program to meet this need and to enhance the professional skills and marketability of our majors. This program relies on existing courses, but formulates a coherent and unique new program.

Funding: No additional costs are required for new program. Staffing requirements are adequate from exiting Geological Sciences program.  
Delivery Mechanism: Course embedded lecture, laboratory, and field exercises, on-site instruction.  
Evaluation: Responds to statewide environmental needs.  
Recommendation: Grant pre-approval status.

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Degree Title: MS Teaching  
Location: Ellensburg  
Start Date: Fall 2001  
Enrollment: 24 students in the first cohort.  
Need Statement: In-service secondary science teachers find it difficult to earn a Master's degree in science education unless they live in close proximity to a large university. The needs of rural and place-bound secondary science teachers are thus not being met. This proposed program would meet the needs of rural and place-bound teachers by offering them not only web-based courses, but a mentor in most geographical regions of the state. This program has the advantage of assuring that no matter what universities these students "attend"; they will be held to the same high quality standards throughout the state. Also, K-12 teachers of science have the added burden of needing to keep updated on the newest scientific information and technologies. This Master's program would give the students the opportunity to focus on those special needs of science teachers more so than generic M.Ed. programs. – PLEASE NOTE: The unique feature of this program is that it will be run inter-institutionally. Students will take courses during the summer on one of the participating university's campuses. During two school years they will take one 5-credit course each quarter via asynchronous learning. This course may be taught by any professor from any of the participating universities. At present, individuals from EWU, WWU, TESC, and UW have expressed an interest in pursuing the idea. Each of these professors would also act as the active research mentor for those students located geographically closest to them.  
Funding: We are applying for a FISPE grant to support the design phase of this program. After the first cohort, the program will become self-sustaining.  
Delivery Mechanism: A mixture of asynchronous learning and on-site class/laboratory work.  
Evaluation: Responds to K-12 needs.  
Recommendation: Grant pre-approval status.

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Degree Title: BA Law and Justice  
Location: Moses Lake, Wenatchee  
Start Date: Fall 2001  
Enrollment: 10 – 15 per site  
Need Statement: We have been in discussions with Moses Lake and Wenatchee and it appears there is interest among local law enforcement and related criminal justice agencies, besides other citizens, in such a program. There are not available on-site programs in the areas right now and this would fill an important void for place-bound students. These would be coordinated with the two-year community college degrees to make it a two-plus-two

program.  
Funding: This program would be on state support status.  
Delivery Mechanism: Traditional classroom and interactive video.  
Evaluation: A detailed needs assessment should be included in the proposal. Responds to the higher education needs of placebound citizens.  
Recommendation: Grant pre-approval status.

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Degree Title: BS Mechanical Engineering Technology  
Locations: Lynnwood, SeaTac  
Start Date: Fall 2002  
Enrollment: For each site: 1<sup>st</sup> year – 15 FTEs, 2<sup>nd</sup> year – 20 FTEs, 3<sup>rd</sup> year – 20 FTEs, 4<sup>th</sup> and 5<sup>th</sup> years – 20 FTEs  
Need Statement: There is a growing demand for graduates in technology. With the growing demand for technical expertise in mechanical engineering technology particularly in the Puget Sound area, we have articulated agreements with community colleges and with large employers, such as the Boeing Company. Evidence of the growing interest in offering mechanical engineering technology is by the inquiries and requests to offer articulated programs on additional community college campuses (e.g., Bellevue, Green River, Highline, Edmonds, and Pierce).  
Funding: Combination of self support and state support.  
Delivery Methods: Traditional classroom, K-20 interactive video and Internet. -- Other: By locating and coordinating a selected group of technical programs at the same location, courses required in one program can be electives in the other programs. This will add to the stability of all of the programs. Evening and weekend classes.  
Evaluation: A detailed needs assessment should be included in the proposal.  
Recommendation: Grant pre-approval status.

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Degree Title: BA Ethnic Studies  
Location: Ellensburg  
Start Date: Fall 2002  
Enrollment: 10 FTE  
Need Statement: There are more than 800 Ethnic Studies departments and programs in US colleges and universities. OSU has opened a new department and UW is in the process of developing a PhD graduate program. All four-year colleges in the state of Washington have programs and departments, all of which are more extensive in their scope, faculty, and course offerings than the program at CWU. In the past, all the Ethnic Studies classes have been filled beyond their caps, with long waiting lists and hundreds of attempts to enter every quarter. The addition of this major will open an option for students who desire a major incorporating interdisciplinary and intercultural studies. The addition of this major is central to CWU's diversity initiatives.  
Funding: No additional funding required.  
Delivery Mechanism: Traditional classroom.  
Evaluation: Program supports student interest and diversity initiatives.  
Recommendation: Grant pre-approval status.

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Degree Title: MS Law and Justice  
Location: Ellensburg, Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima  
Start Date: Fall 2002  
Estimated Enrollments: 10 – 15 per site  
Need Statement: CWU is committed to serve the needs of Washington citizens, especially in the central and west-side of the state. Currently the BA in Law and Justice is one of the largest majors at CWU. Approximately one-half of the majors are on the west-side, and one-half in the central part of the state. Many of our graduates are in the criminal justice related professions and desire higher education. In the United States a masters degree is necessary for most advancement in the area of law enforcement, corrections, courts and related criminal justice services. CWU has the only undergraduate degree in Law and Justice/Criminal Justice in the Seattle-Tacoma area, apart from the expensive Seattle University. There would be no competition in the Seattle/Tacoma area concerning a masters degree related to criminal justice. This would service not only our former students but many others in criminal justice related professions. A program would fill a void in education in the central and western part of Washington.  
Funding: The program would be on state-support status.  
Delivery Mechanism: Traditional classroom, and interactive video.  
Evaluation: Serves the needs of the profession by providing advanced training.  
Recommendation: Grant pre-approval status.

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Degree Title: BS Law and Justice  
Location: Ellensburg, Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima  
Start Date: Fall 2002  
Enrollment: 10 – 15 per site  
Need Statement: The BS degree would be a more rigorous curriculum emphasizing scientific aspects of law and justice investigation and research. Some federal agencies and some state and local agencies look more favorable upon a BS degree than a BA in Criminal Justice or in this case, Law and Justice. Students wishing to take extra credit and possibly focusing upon forensic anthropology, forensic chemistry, forensic economics, GIS mapping, or a related application, would be served by this degree. There is no current BA or BS degree in Criminal Justice or Law and Justice in the central Washington area or the Seattle/Tacoma area, apart from expensive Seattle University. This would complement the BA degree and provide alternatives for those students wishing to have a more specific scientific focus.  
Funding: This program would be on state support status.  
Delivery Mechanism: Traditional classroom and interactive video.  
Evaluation: A detailed needs assessment should be included in the proposal. Saint Martin's College points out that they currently offer the BA and BS in Criminal Justice at Lacy and Fort Lewis.  
Recommendation: Grant pre-approval status.

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Degree Title: BA Advertising  
Location: Ellensburg  
Start Date: Fall, 2001  
Enrollment: 1<sup>st</sup> year, 15; 2<sup>nd</sup> year, 20; 3<sup>rd</sup> year, 25  
Need Statement: The Departments of Communication and ADMG have co-offered a minor in advertising for the past six years. The minor regularly enrolls fifteen students per year. Many of these students would major in advertising if it were available and approximately ten other students per year indicate the desire to major in advertising were it available. A number of students have used the university's individualized study program to develop their own major in advertising. The two departments currently offer majors in public relations and in marketing. This degree program would complement those two majors very well and fill a void in our current curriculum. An informal survey of industry sources revealed the wide range of positions available in advertising. CWU also offers a degree program in graphic art. This advertising major would complement that program very well for those students who wish to apply their graphic art skills in the advertising world.  
Estimated Cost: Since the two departments currently offer a minor in advertising, and both department have faculty with the expertise to teach the courses, no new faculty lines would be needed. An estimated five new courses would need to be created to build the minor into a major. Current faculty would teach these new classes, and some adjunct money may be necessary to fill in the courses that would have been taught by those faculty. There are no special equipment or facility costs.  
Funding: State support via current positions  
Delivery mechanism: Traditional classrooms, with the potential of web based and interactive video.  
Evaluation: Responds to student interest and industry needs for program graduates.  
Recommendation: Grant pre-approval status.

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Degree Title: BS Family and Consumer Sciences Education  
Location: Lynnwood, SeaTac, and Steilacoom  
Start Date: Fall Quarter, 2000  
Enrollment: Cohort of 12 - 15 FTE, 45 headcount for certification only.  
Need Statement: Family and Consumer Sciences programs provide the knowledge necessary to help reduce welfare dependency and increase self-sufficiency by empowering individuals with the knowledge and skills needed to manage their personal and family lives as well as their work responsibilities. With the increasing demand in society to address issues of parenting education; responsible sexual behavior; prevention of teen pregnancy; prevention of family violence, child neglect and abuse; child development; resource management; consumer economics; nutrition; and health and wellness, the need for family and consumer sciences classes is great. A significant shortage of Family and Consumer Sciences (FCS) teachers in Washington currently exists, and that shortfall is projected to continue. It has been established that more than 525 high school FCS teachers are employed in the state and they are an "aging" group and reaching retirement eligibility requirements. CWU and WSU are the only public institutions in the state that offer FCS teacher certification programs. CWU certifies 18 to 20 FCS

teachers a year and WSU certifies 10 to 12 FCS teachers a year. Seattle Pacific certifies 1 to 3 teachers a year. The number of teachers being certified each year have not met market demands for the past five years. Many FCS teacher education programs have been eliminated due to other university financial priorities. This is true nationwide, as well as in Washington State. FCS teacher education programs have been cut from Western, Eastern and the Univ. of Washington. There are NO public FCS teacher certification programs in western Washington, where approximately two-thirds of the state's population resides. Many CWU and WSU Family and Consumer Sciences Teacher Education program graduates are place bound or wish to remain in central or eastern Washington. CWU, WSU and SPU continue to receive significant pressure from school districts to provide vocational Family & Consumer Sciences teachers in Puget Sound. We have not been able to fill all of the school districts Family & Consumer Sciences teacher vacancies for the past five years. Middle school and secondary enrollments in Family and Consumer Sciences courses are increasing. The number of Family & Consumer Sciences teachers available to teach the courses is decreasing. Estimated Cost: Estimated cost is \$17,200 per quarter w/\$2,500 for equipment start-up.

Funding: New enrollments.  
Delivery Mechanism: Distance education, traditional classroom and interactive video.  
Evaluation: Program responds to K-12 personnel needs.  
Recommendation: Grant pre-approval status.

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Degree Title: BS Fitness and Sport Management  
Location: Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, Yakima  
Start Date: Fall 2000  
Enrollment: Cohort groups of 12 – 20  
Need Statement: Need to offer the program in Fitness and Sports Management is based on a growing number of requests by public agencies and corporations seeking qualified personnel to facilitate and coordinate recreational programs and services. With increasing work force expecting employer sponsored recreational and health related services, there is a growing demand for graduates. This demand is compounded by an increasing number of retirees seeking trained personnel to provide services promoting an active lifestyle. The Fitness and Sports degree program will provide opportunities for students to become certified by the American College of Sports Medicine in exercise prescription and healthy living.  
Funding: Grants, state funds, continuing education  
Delivery Mechanism: Traditional classroom, interactive video, Internet  
Evaluation: A detailed needs assessment should be included in the full proposal.  
Recommendation: Grant pre-approval status.

**Eastern Washington University**

**Degree Title:** BS - Dental Hygiene

**Date of Implementation:** Fall 2001

**Location:** Shoreline Community College, Shoreline, Washington

**Contact Person:** Dr. Raymond A. Soltero, Dean, College of Science, Mathematics, and Technology

**Estimated Enrollments (FTE and Headcount): 15 FTE**

The proposed Shoreline Community College (Shoreline) program will be comprised of general education courses and professional curricula that will build on the associate degree work in dental hygiene previously completed by each student. The proposed Shoreline degree program is a part-time program, two years in length. At "steady state" conditions, 15 students a year are expected to enroll in the program. Estimated annual FTES will also be 15.

The Shoreline program will be modeled after the successful degree program initiated by EWU in the fall of 1998 in cooperation with Clark College (Clark) in Vancouver, Washington. The Clark program currently has 16 students in the first cohort, and a second cohort of 15 students began the program this fall. A student satisfaction survey taken in June indicates that the enrolled students are very satisfied with the program and its objectives.

**Statement of Need:**

Students who graduate from Shoreline's dental hygiene program have only one local option, the University of Washington, for completing their bachelor of science degrees in dental hygiene. This would also be the case for practicing-area hygienists. Anecdotal reports indicate that potential students have difficulty accessing the UW program. Working adults need a program that allows a more flexible curriculum closer to their homes and workplaces.

A post-card survey was initiated in July 1999 to determine the need for an expanded degree program along the I-5 corridor. More than 600 surveys were mailed to registered dental hygienists residing in areas as far south as Olympia, Washington, and as far north as Mount Vernon. Recruitment efforts will be confined to this area at the present time. Although the survey is yet to be completed, preliminary results show that 40 hygienists want to enroll in the proposed program at Shoreline within the next two years. An additional 39 respondents expressed strong interest in pursuing the expanded B.S. degree, but not at this time.

The results were as follows:

- \* 193 surveys were returned (32% response)
- \* 40 "yes" responses indicating a current interest in enrolling on the Shoreline campus
- \* 39 "yes" responses indicating an interest in pursuing a B.S. degree but not at this time
- \* 75 "no" responses

**Budget Estimate (15 FTES):**

Revenue	
Tuition (\$2,700 per FTES)	\$40,500
State Support (\$5,378 per FTES)	<u>\$80,670</u>
Total	\$121,170
Expenditures	
Personnel	\$54,380
Operations	\$11,450
Development	\$6,000
Equipment	\$4,000
Total	<u>\$75,830</u>
Net Total (Revenue – Expenditures)	\$45,340

**Delivery Mechanism:**

Program delivery will, in part, be a conventional lecture/laboratory setting, taking into consideration the needs of the working adult. Classes will be held in the evening and weekends to accommodate work schedules. Fieldwork will be at off-campus sites as required for student experiences and will involve at least one day a week. The curriculum and other components will closely follow the requirements for the B.S. in dental hygiene degree currently offered by EWU.

Compressed video delivery and web-based instruction are alternative delivery modes planned by the Department of Dental Hygiene. Several courses will be offered simultaneously (in “real time”) to students at EWU, Clark College, and Shoreline.

**Evaluation:** The program is needed by students and employers.

**Recommendation: Grant pre-approval status.**

**Degree Title:** BS - Dental Hygiene

**Date of Implementation:** Fall 2001

**Location:** Pierce College, Lakewood, Washington

**Contact Person:** Dr. Raymond A. Soltero, Dean, College of Science, Mathematics, and Technology

**Estimated Enrollments (FTE and Headcount): 15FTE**

The proposed Pierce College (Pierce) program will be comprised of general education courses and professional curricula that will build on the associate degree work in dental hygiene previously completed by each student. The proposed Pierce College expanded degree program is a part-time program, two years in length. At “steady state” conditions, 15 students a year are expected to enroll in the program. Estimated annual FTES will also be 15.

The Pierce program will be modeled after the successful degree program initiated by EWU in the fall of 1998 in cooperation with Clark College (Clark) in Vancouver, Washington. The Clark program has been

successful in that the program currently has 16 students in the first cohort, and a second cohort of 15 students began the program this fall. A student satisfaction survey taken in June indicates that students enrolled in the Clark program are very satisfied with the program and its objectives.

**Statement of Need:**

Students who graduate from Pierce’s dental hygiene program have only one local option, the University of Washington, for completing their bachelor of science degrees in dental hygiene. This would also be the case for practicing-area hygienists. Anecdotal reports indicate that potential students have difficulty accessing the UW program. Working adults need a program that allows for more flexible curriculum closer to their homes and workplaces.

A post-card survey was initiated in July 1999 to determine the need for an expanded degree program along the I-5 corridor. More than 600 surveys were mailed to registered dental hygienists residing in areas as far south as Olympia, Washington, and as far north as Mount Vernon. Recruitment efforts will be confined to this area at the present time. Results show that 39 hygienists want to enroll in a dental hygiene degree completion program at Pierce within the next two years. An additional 39 respondents expressed strong interest in pursuing the expanded B.S. degree, but not at this time.

The results were as follows:

- \* 193 surveys were returned (32% response)
- \* 39 "yes" responses indicating a current interest in enrolling on the Pierce campus
- \* 39 "yes" responses indicating an interest in pursuing a B.S. degree but not at this time
- \* 75 "no" responses

**Budget Estimate (15 FTES):**

Revenue	
Tuition (\$2,700 per FTES)	\$40,500
State Support (\$5,378 per FTES)	<u>\$80,670</u>
Total	\$121,170
Expenditures	
Personnel	\$54,380
Operations	\$11,450
Development	\$6,000
Equipment	<u>\$4,000</u>
Total	\$75,830
Net Total (Revenue – Expenditures)	\$45,340

**Delivery Mechanism:**

Program delivery will, in part, be a conventional lecture/laboratory setting, taking into consideration the needs of the working adult. Classes will be held in the evening and weekends to accommodate work schedules. Fieldwork will be at off-campus sites as required for student experiences and will involve at least one day a week. The curriculum and other components will closely follow the requirements for the B.S. in Dental Hygiene degree currently offered by EWU.

Compressed video delivery and web-based instruction are alternative delivery modes planned by the Department of Dental Hygiene. Several courses will be offered simultaneously (in “real time”) to students at EWU, Clark College, Shoreline and Pierce.

**Evaluation:** Program is needed by students and employers.

**Recommendation:** Grant pre-approval status.

**Degree Title:** MS, Psychology: - Mental Health Counseling and School Counseling

**Location:** Spokane, Washington

**Date of Implementation:** Fall 2000

**Contact Person:** Dr. Neville Hosking, Dean, College of Education and Human Development

**Estimated Enrollments (FTE and Headcount):**

**Students**

<i>Year</i>	<i>Headcount</i>	<i>Students Admitted Each Year</i>		<i>Year Admitted</i>
1994	8	SC = 0	MH = 8	1992 Class
1995	23	SC = 4	MH = 11	1993 Class
1996	26	SC = 5	MH = 6	1994 Class
1997	23	SC = 6	MH = 6	1995 Class
1998	24	SC = 6	MH = 6	1996 Class
1999	38	SC = 9	MH = 11	1997 Class
2000	40	SC = 10	MH = 10	1998 Class
2001	40	SC = 10	MH = 10	1999 Class

It is expected that the enrollment for each year will be 40 students, with a cohort of 20 students admitted each year (10 in each program). Not included in this FTEs calculation are the students taking courses for their continuing certification (ESA). The ESA program enrolls 10 students annually.

**Projected Enrollments**

Headcount for five years = 50  
 FTE for five years = 76.15

**Statement of Need:**

**Relationship to Institutional Role and Mission**

The Department of Applied Psychology at Eastern Washington has a history of offering a successful counselor education program in two areas: school counseling and mental health counseling. The programs are nationally accredited by the Council for Accreditation of Counselor Education and Related Programs (CACREP). The counselor education program has the mission to produce and support high-quality professionals who serve both disenfranchised, at-risk, and mentally ill populations. Counselors work with needy children and adults in schools, hospitals, rehabilitation facilities, and community agencies. The program principles reflect the mission of Eastern Washington University and respond to the community request for:

1. Field/Clinically-Based Instruction
2. National Accreditation of Programs
3. Skills Based Instruction

4. Content of Instruction Based on Professionally Validated Approaches
5. Continuing Education and Professional Enhancement
6. Research Collaboration

#### **Documentation of Need for Program: Student Interest**

The counseling degree programs at EWU draw a high number of local and out-of-state applicants—typically about 50 – 75 applicants a year. The programs are currently able to admit 20 students with a cohort of 10 students to each track of the program. Historically, students from social work, education, school psychology, developmental psychology, psychology, communications, and women’s studies use counseling courses as either required or elective courses in their curriculums. Professionals in the community also attend classes to fulfill continuing education requirements mandated by the state and for professional development.

#### **Budget Estimate:**

The graduate counseling program is part of the regular Eastern Washington University program offerings in the Department of Counseling, Educational and Developmental Psychology. The program is completely state supported with no additional expenses incurred outside the ledger #1 funds allocated to EWU. The costs of operating the program in Spokane will not vary from the present funding costs associated with Cheney campus delivery. If the program location is approved in Spokane, this will be the only site. As such there will be no duplication of expense.

#### **Delivery Mechanism/Assessment of Program Location and Delivery:**

During the CACREP self-study (1993) and subsequent evaluation, extensive assessment was conducted about the location and curriculum of the program. This included feedback from site supervisors, students, graduates, the CACREP site team, and the professional advisory boards (PEAB - Professional Educational advisory Board and the MHAB - Mental Health Advisory Board). The assessments revealed a need for Spokane-based instruction and supervision. The assessment has resulted in this application to move the program entirely to Spokane.

The recommended areas of development included:

1. Spokane-based instruction
2. Direct supervision for practicum and internship by counseling faculty
3. Field-based practica
4. Collaborative linkages with Spokane-based agencies, hospitals, and schools
5. Research collaborations with Spokane-based service

#### **Collaborations in Spokane:**

Institutional representatives are actively creating program collaborations with Gonzaga, WSU, and Whitworth College. This collaboration addresses the HECB mandate to develop partnerships and serve the Spokane community higher education needs in collaboration. Of focus in discussion with the institutions of higher education in Spokane is the Allied Health Initiative.

This year administrators and faculty have met extensively and determined the collaboration offers the institutions three important areas of growth to: 1) create a synergy for innovation and accomplishment that would not be possible if the programs operated separately; 2) create an economy of scale not possible if operating as separate programs; and 3) create greater coordination of training and service to area school districts, agencies, and hospitals.

#### **Relationship to Other Institutions:**

### **Duplication**

The only other institution in Washington with CACREP accredited counseling programs is Western Washington University. Other state and private universities and colleges offer counselor education programs that meet state code for counselor education and certification.

Historically, counseling courses and internships have been offered in Spokane. There has been no overlap between this program and Whitworth or Gonzaga (GU) counselor education programs. To insure this, collaboration about program offerings and an examination of overlap are being actively perused among WSU, GU, and Whitworth. There is a history of jointly offered programs. It is the intention of the counselor education program at EWU to continue to work with these institutions to examine and build shared resources.

### **Uniqueness of Program**

What is critical in the proposed move to Spokane is the in-vivo training and research collaborations that are necessary to the training of counseling profession. The focus of the Eastern Washington University counseling education is in-vivo training. CACREP accreditation requires a 100-hour practicum and 600-900 hour, field-based internship. In response to evaluation and program accreditation, the practicum and internship courses are taught entirely at the schools, hospitals and agencies where clients are served. Eastern Washington University faculty and site supervisors conduct supervision in vivo. Courses offered downtown where supervision is conducted increase the training of the students. Location of the program is critical to both building and maintaining field-based collaborations and community service.

One of the exit requirements for counselor education is a field-based research project component called the “program evaluation.” This project is designed to teach students professionally relevant research approaches while on-site at their internships. Similarly the schools, hospitals and agencies are provided an important service in program evaluation. There has been active interest from schools, hospitals, and agencies to develop local and federal grants in collaboration with EWU programs. Research grants are examined and may be developed between the agency, student, and faculty as joint investigators. The proximity to Spokane agencies facilitates these mutually beneficial opportunities for both training and research. Further, it encourages the development of new service relationships with the community.

### **Program Description:**

#### **Goals and Objectives: Specific Learning Outcomes for Students**

Individual student assessment is an important component of a CACREP-accredited counselor education program. In addition to regular assessments in the courses, students are provided feedback at each stage of the training process. Clinical work is assessed on-site by faculty and site supervisors through observation and in written form by faculty advisers in both the practicum and internship seminars. The practicum evaluation forms are:

1. Clinical Suitability Report - to evaluate readiness for practicum placement
2. Practicum – evaluation of skills seen in practicum
3. Counseling Program End Quarter Student Review – readiness for internship

These forms appear in the Counseling Program Student Handbook; the internship evaluation forms appear in the Intern Supervisor’s Handbook and include:

1. Learning Objectives Checklist – reflecting WAC codes for counselor certification.
2. Weekly Progress Notes
3. Internship Log Hours
4. End Quarter Evaluation

**Counselor Education Program Exit Requirements**

The exit requirements for candidates for the degree of master’s of psychology, emphases in School and Mental Health Counseling reflect the CACREP standards for counselor education and WAC codes for counselor certification. The exit requirements are:

1. Departmental Written Comprehensive Exam
2. National Board Counselor Certification Exam
3. Oral Exit Interview
4. Professional Portfolio
5. Portfolio Review by PEAB or MHAB, reflecting student training emphasis.

**Curriculum: Courses of Study**

The course of study for the master of science, psychology: mental health and school counseling emphases reflect the eight core educational and training areas identified in CACREP accreditation standards. The CACREP standards are the basis of the National Counselor Certification Exam (NCCE) used for state certification of counselors. These eight areas are:

1. Human Development & Learning
2. Social/Cultural Foundations
3. Therapeutic Relationships
4. Group Counseling
5. Career Counseling
6. Appraisal
7. Research & Program Evaluation
8. Professional Orientation in School Counseling or Mental Health Counseling

As outlined in Table 1 below, the curriculum is the same for the two program tracks, with the exception of three courses and the location of the practicum and internship placements. The school counseling track contains 92 credits, and the mental health counseling track contains 93 credits.

**Curriculum - (Table 1)**

***Core Program***

<i>Course</i>	<i>Title</i>	<i>Credits</i>
CEDP 502	Learning & Development	4
CEDP 520	Research Methods	4
CEDP 541	Group Counseling Process	4
CEDP 542	Career Counseling	4
CEDP 544	Counseling Theory	4
CEDP 545	Advanced Appraisal Techniques	4
CEDP 546	Group Counseling Practice	4
CEDP 548	Child & Adolescent Counseling	4
CEDP 569	Fam Systems & Parent Education	4
CEDP 581	Counseling Consultation	2
CEDP 590	Multicultural Issues in Counseling	3

CEDP 591	Addictive Behavior Counseling	4
CEDP 592	Crisis Intervention/Trauma Counseling	4
CEDP 598	Adv. Counseling Seminar	3
CEDP 600/601	Research Project	3-6

***School Counseling Track Options***

CEDP 540	Intro School Counseling	4
CEDP 558	Special Topics in Exceptionality	4
CEDP 582	Counseling Law	2
CEDP 695	School Counseling Practicum	12
CEDP 697	School Counseling Internship	15
		Track Total Credits = <b>92</b>

***Mental Health Counseling Track Options***

CEDP 535	Introduction Mental Health Counseling	4
HSAD 560	Managed Care Systems	4
CEDP 570	Family Theory	4
CEDP 695	Mental Health Counseling Practicum	12
CEDP 697	Mental Health Counseling Internship	15
		Track Total Credits = <b>93</b>

**Admission Requirements:**

The admission requirements into the counseling program are found in the graduate handbook. They are:

- Bachelor's Degree
- Course Prerequisites (or equivalent):
  - APSY 444 Intervention Techniques
  - APSY 468 Tests and Measures
  - APSY 483 Group Dynamics
- GRE of 1350 or higher
- Two letters of recommendation
- Personal statement essay outlining personal and professional or volunteer experiences in counseling or related field that make the counseling program at EWU an appropriate career choice.
- Acceptance into the graduate program (meeting the Graduate School admissions GPA standards).
- A videotape or personal interview demonstrating interpersonal skills may be required.

**Use of Technology:**

Technology is an essential element in faculty and student support. The department provides all faculty with computers and software for email, library, and internet access. Training in computer assisted instruction is provided at the university. The students are trained in telecommunication and library resources in the introduction courses CEDP 535 and CEDP 540. Since literature searches are an essential part of the papers students write, this skill is supported by faculty throughout the curriculum. Further attempts to use technology are being initiated. For example, the CEDP 581 Counseling Law course is now designed as a computer course with faculty support. Access to teleconference lectures is provided when available. Email provides a communication link between faculty and students for announcements and other information exchanges. All students are able to acquire library access and email services through inexpensive lab fees paid with registration. Several computer labs are available for student use.

**Faculty:**

Faculty vitae available from the Department to Applied Psychology, EWU, upon request.

**Faculty**

<i>Faculty</i>	<i>Level</i>	<i>Allocation to Program</i>
Dr Valerie Appleton	Associate	Full 100%
Dr. Rebecca Browers	Assistant	Full 100%
Alan Basham	Senior Lecturer Full	100%
Sara Leverett-Main	Lecturer	Full 100%

Total FTE Faculty = 4.0

**Expected Time for Program Completion:**

The program requires two years for completion in a cohort model. Students are admitted in the spring of the year they will attend. Students begin their courses in the fall and take between 92 and 93 credits over two academic years.

**Diversity Plan:**

All students who meet the graduate admission requirements and are invited to enroll in the program. The university policies and procedures currently in place respecting individual student diversity extend to all off-campus programs. The program faculty works with on-campus departments (Chicano Education, Black Studies, and Native American Studies) to support counseling students from these diversity populations.

Within the M.S., psychology counseling degree program, attention is given to multicultural awareness and sensitivity. Diversity training is offered as part of the curriculum and appears in one course specifically, APSY 590, Multicultural Counseling. The intention is to train counselors to work effectively with culturally diverse clients.

**Administration:**

**Administrative and Support Staff (Table 2)**

<i>Name</i>	<i>Title</i>	<i>Responsibilities</i>	<i>% Effort</i>
Dr. Val Appleton	Counselor Education Program Director	Maintains all aspects of both programs; Student Advising, Faculty recruitment, Curriculum, Program evals, Student research advising, F/T Program Instruction	100%
Dr. Rebecca Browers	Mental Health Counseling Track Coordinator	MHAB, Student Advising, Research Advising F/T Program Instruction	100%
Sara Main	School Counseling Track Coordinator	PEAB, Student Advising Research Advising F/T Program Instruction	100%
Alan Basham	Faculty	Student Advising Research Advising	100%

		F/T Program Instruction	
Support Staff	Secretary	Program support, Grad Applications, Student Advising	25%
<b>Total FTE Staff = 4.25</b>			

**Program Assessment:**

**Student Evaluation of Program**

Student evaluation of the program is ongoing and completed at the end of each class (instructor feedback/evaluation) and at the end of the program in three ways; 1) in orals; 2) before professional advisory boards; and 3) in written feedback at the end of the internship. In these ways students present their views about the strengths and weaknesses of the EWU counseling programs.

**External Review of Program**

The Public Education Advisory Board (PEAB) is composed of school professionals in the community. It is part of the WAC requirements for school counselor education. The Mental Health Advisory Board (MHAB) is composed of mental health professionals in the community charged with review of students' completion of the WAC requirements for mental health counselor education. Both boards provide feedback and review the program curriculum in comparison with professional practices.

Additionally, CACREP serves as an external review agency for the program. The programs were accredited in 1994, and the next application for accreditation will be reviewed in Fall 2000. The program will undergo an extensive self-study from Summer 1999 – Spring 2000. Assessment of the curriculum, student satisfaction, student job acquisition statistics, feedback about the quality of instruction and training are part of this self-study process. Utilization of resources and support of the program are ongoing areas of assessment at the national level.

**Evaluation:** As recommended by the professional accrediting association and program advisory board, this Spokane-based program would replace the one offered on the Cheney campus. The full proposal for this program should include a plan for collaborating in the delivery of the program with other Spokane-based institutions.

**Recommendation: Grant pre-approval status.**

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**Degree Title:** M Social Work -- Part-Time

**Location:** Vancouver, Washington

**Date of Implementation:** Spring 2002

**Contact Person:** Dr. Michael Frumkin, Dean, School of Social Work

**Estimated Enrollments (FTE and Headcount):**

Thirty-five students will be admitted as of March 2002 and will graduate in December 2004.

Year	Headcount	FTE
2002	35	32.6
2003	35	33.6
2004	35	43.1

**Statement of Need:**

**Relationship to Institutional Role and Mission**

A fully recognized unit of Eastern Washington University, the School of Social Work was funded by the state legislature with specific enabling legislation. Awarded to Eastern Washington University in 1974, the School of Social Work was fully accredited by the Council on Social Work Education in 1976, and subsequently reaccredited in 1984 and 1993.

The master of social work (M.S.W.) program is Eastern’s single largest producer of master’s degree graduates. The mission of the school is to serve persons seeking an M.S.W. degree in the state’s rural areas, and the regional centers that serve them, who are unserved or underserved by professional social work education. The mission of the School of Social Work enhances the mission of Eastern Washington University, which essentially serves a comparable student population.

The EWU School of Social Work has attained a national reputation for: (1) being one of a select number of schools in the country that has as its mission the preparation of social workers for rural/regional/small urban practice; (2) having almost 20 years of serving location-bound baccalaureate-level practitioners with part-time, off-campus community based M.S.W. degree programs; (3) creating innovative, state of the art, field unit experiences for students; and (4) being committed to serving people of color.

The School of Social Work takes great pride in having recruited and graduated more Native American M.S.W.s than any other program in the nation. On the average twenty percent of the school’s B.S.W. and M.S.W. students are persons of color as are twenty percent of the school’s full-time faculty.

**Documentation of Need for Program**

According to the most current U. S. Bureau of Labor statistics, projections until the year 2015 place the need for human service workers at 136%, the second largest occupational growth area, and 24% ahead of computer engineers and scientists.

This is the one remaining geographic area of the state that is not served by an on-site M.S.W. program. Surveys of human service agencies and the general population will be conducted to assess overall demand. Given the area’s population base it is anticipated that a cohort of 35 students will be easily recruited.

**Budget Estimate:**

Tuition and State Support	\$431,375
Expenditures	<u>\$155,484</u>
Net Revenue	\$275,891

**Delivery Mechanism/Use of Technology:**

In order to best meet the needs of location-bound practitioners, all courses will be taught by on-site faculty from EWU. Most courses will be taught by regular tenured faculty, with a few select courses taught by skilled practitioners hired for their special expertise.

**COURSE OF STUDY**

**SPRING, 2002**

- SWKG 580 Professional Development (1)
- SWKG 530 Community Context of Practice (4)
- SWKG 541 Social Work with Diverse Populations (4)

**LATE SPRING/EARLY SUMMER, 2002**

- SWKG 557 Biopsychosocial Bases of Human Behavior (3)

**SUMMER, 2002**

- SWKG 531 Societal Context of Practice (4) (4)

**FALL, 2002**

- SWKG 540 Human Development in Contemporary Environments (4)
- SWKG 553 Social Work with Individuals and Families (4)

**WINTER, 2003**

- SWKG 695 Foundation Practicum (3)
- SWKG 581 Integrative Seminar (1)
- SWKG 525 Research I (4)

**SPRING, 2003**

- SWKG 695 Foundation Practicum (3)
- SWKG 582 Integrative Seminar II (1)
- SWKG 550 Social Work with Groups (4)

**SUMMER, 2003**

- SWKG 526 Research II (4)
- Elective (3)

**FALL, 2003**

- Elective (3)
- Elective (3)

**WINTER, 2004**

- SWKG 552 Managing Social Service Organizations (4)
- SWKG 551 Social Work with Communities (4)

**SPRING, 2004**

- SWKG 566 Advanced Social Work Practice Seminar (4)
- SWKG 695 Advanced Practicum (5)

**SUMMER, 2004**

- SWKG 695 Advanced Practicum (5)

**FALL, 2004**

- SWKG 695 Advanced Practicum (5)
- SWKG 568 Proseminar in Social Welfare Policies and Programs (4)

**Relationship to Other Institutions:**

There is no duplication of offerings. The School of Social Work is responding to a need for M.S.W. education in this geographic area that had not been met by other programs throughout the state. The topography and population base of this area fits well with the school's mission of preparing highly competent master's level social workers capable of practicing in rural, regional, and small urban contexts.

**Expected Time To Degree Completion:**

Thirty five master of social work degree students will be admitted with classes beginning in March of 2002. Using the cohort model, the 35 students will graduate in December, 2004.

**Diversity and Assessment Plans:**

### **Diversity**

Professional social work education is committed to preparing students to understand and appreciate human diversity. Programs must provide curriculum content about differences and similarities in the experiences, needs, and beliefs of people. The curriculum must include content about differential assessment and intervention skills that will enable practitioners to serve diverse populations.

The Council on Social Work Education requires that each program include content about population groups that are particularly relevant to the program's mission. These include, but are not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

In the M.S.W. program at EWU, every student must take a required course in diversity, and every course must address diversity issues therein. Furthermore, the School of Social Work is actively committed to recruit and retain both students and faculty of color.

### **Assessment Plans**

According to the Council on Social Work Education, graduates of M.S.W. programs are considered advanced practitioners who can analyze, intervene, and evaluate in ways that are highly differentiated, discriminative, and self-critical.

Students are assessed in each and every class, in both the foundation and advanced practicum placements, and finally, in an oral exam that occurs on campus before a panel of both social work and non-social work faculty representing the Graduate School at EWU.

The M.S.W. program at EWU is assessed according to the following student outcomes by the Council on Social Work Education at regular, periodic intervals. Schools of social work must prepare students to:

1. Apply critical thinking skills within professional contexts, including synthesizing and applying appropriate theories and knowledge to practice interventions.
2. Practice within the values and ethics of the social work profession and with an understanding of, and respect for, the positive value of diversity.
3. Demonstrate the professional use of self.
4. understand the forms and mechanisms of oppression and discrimination and the strategies and skills of change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its current structures and issues.
6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Apply the knowledge and skills of advanced social work practice in an area of concentration.
8. Critically analyze and apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
9. Analyze the impact of social policies on client systems, workers, and agencies and demonstrate skills for influencing policy formulation and change.
10. Evaluate relevant research studies and apply findings to practice, and demonstrate skills in quantitative and qualitative research design, data analysis, and knowledge dissemination.
11. Conduct empirical evaluations of their own practice interventions and those of other relevant systems.

12. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.
13. Use supervision and consultation appropriate to advanced practice in an area of concentration.
14. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

The M.S.W. program at EWU meets the above standards and is fully accredited at both the baccalaureate and master's levels by the Council on Social Work Education.

**Assurance that Internal Reviews Attest to the Quality of the Program:**

As stated earlier, the M.S.W. program at EWU meets the standards set forth by the Council on Social Work Education and is fully accredited. The school also undergoes review through the university's regular program review process.

## Supplement 1

**EASTERN WASHINGTON UNIVERSITY**  
**SCHOOL OF SOCIAL WORK AND HUMAN SERVICES**

**PROGRAM GUIDELINES**  
**VANCOUVER COMMUNITY BASED PART-TIME M.S.W. PROGRAM**

**MISSION OF THE SCHOOL OF SOCIAL WORK AND HUMAN SERVICES**

The School of Social Work and Human Services defines its mission as the development and implementation of a program of professional social work education which instills in students a core commitment to work toward the development of a society based on social and economic justice through interventions aimed at empowering clients/consumers to improve their life situations as well as modifying the organizational, community, and societal conditions that prevent oppressed populations from obtaining an acceptable quality of life.

The School prepares Advanced Generalist practitioners who are committed to practice in the public sector or in those private agencies which meet the needs of oppressed and disadvantaged populations. The curriculum allows students to apply their advanced generalist skills within four fields of practice: (a) children, youth, and families; (b) health; (c) mental health; and, (d) aging.

The Community Based Part-Time M.S.W. Program is offered as a means of providing professional graduate social work education to persons who, because of employment or other commitments, are unable to engage in full time study.

The School of Social Work and Human Services has received full accredited status for both its B.S.W. and M.S.W. Programs from the Council on Social Work Education.

**PROGRAM REQUIREMENTS**

1. Academic, field placement, and work load requirements are identical for the Vancouver Part-Time and Full-Time M.S.W. Programs
2. Students who hold bachelors' degrees in either social work or other fields with an appropriate liberal arts background are eligible for admission to the program.
3. Students must take the required sequenced courses as described in the attached program schedule entitled "Part-Time Vancouver Program Course of Study."  
Any deviation from the prescribed requirements must be secured, in writing, from the Director of the Vancouver Part-Time Program with a countersignature from the Dean of the School of Social Work and Human Services. The School reserves the right to change the order of classes as circumstances dictate.
4. Students must complete 85 credit hours of School of Social Work and Human Services coursework over an 11 quarter period of time. Students are required to participate in an oral examination during the final quarter of the program on the Cheney campus.

Requirements for the completion of the M.S.W. degree are clearly spelled-out in the EWU Graduate Catalogue, the School's Graduate Handbook, and the Field Practicum Manual.

5. Students begin the program in March of 2002 and graduate at the end of December, 2004.
6. Advanced standing students will be admitted on a space available basis following the completion of foundation course content.
7. Each course will meet one evening a week during the quarter (each student is thus committing two evenings per week) and every attempt will be made to keep the evenings on which courses will be offered consistent throughout the length of the program. Courses will be offered on two evenings a week from 6:00 - 10:00 PM. In quarters where a Professional Development or Integrative Seminar is required or elective courses are offered students should anticipate a commitment of one additional evening per week or seminars offered bimonthly from 3:00 - 5:00 PM prior to an evening class.

## FIELD PLACEMENTS

1. All students must complete two separate field placements - a **foundation** placement of 320 clock hours and 20 integrative seminar clock hours, plus an **advanced** placement of 648 agency clock hours and 72 field seminar clock hours.
2. **Foundation** placements are normally done for 16 hours per week over a total of 20 weeks. With the permission of the Vancouver Part-Time Program Director it is possible to modify the time frame for completing the foundation placement by reducing the number of hours per week to a minimum of 12, thereby increasing the number of weeks to approximately 27.  
**Advanced** practicum placements are normally done for 20 hours per week over a total of 36 weeks. With the approval of the Vancouver Part-Time Program Director students may modify the time frame for completing the advanced placement by reducing the number of hours per week to a minimum of 16 hours per week for 45 weeks.
3. Field placements are designed with the educational needs of the student in mind. This is determined through a review of the student's experiences and future career directions. Individual conferences are arranged with the student and the Director of the Vancouver Part-Time Program to review placement plans.

## ADVISING

1. Academic and professional advising takes place in four ways within the program:
  - (a) Each quarter a single class meeting will be held prior to the start of one of the scheduled classes. The main purpose of this meeting is a two way sharing of information concerning the program.  
This meeting is always attended by the Director of the Vancouver Part-Time Program and is frequently attended by the Dean of the School of Social Work and Human Services and the School's Practicum Director who are available to meet with students at this time.

- (b) The School of Social Work and Human Services has arranged for an on-site Part-Time Program Director who is available on a daily basis to deal with student concerns. The Part-Time Program Director is also responsible for the arrangement of field placements.
- (c) Individual faculty members who will be teaching courses in the Vancouver Program will be available to meet with students outside of class time.
- (d) Students will participate in Professional Development and Integrative Seminars as part of their academic program.

In general, if you have an academic or personal problem that might affect your ability to complete the program, or if you need information about program requirements, you should contact the Vancouver Part-Time Program Director.

## ADMISSION REQUIREMENTS

Admission requirements for the Vancouver Part-Time M.S.W. Program are identical with those for the full-time M.S.W. Program (see pp. 111-112 of the Graduate Catalog). Students who have not taken a course in Human Biology prior to admission will be required to take such a course by the end of their first year in the program.

Academically this means that the student must have achieved a minimum of a 3.0 GPA for the last 90 quarter credits (60 semester credits) of undergraduate work. The School can admit a limited number of students with lower GPAs who show professional promise and evidence of their ability to do graduate level work.

Students requesting admission to the Part-Time Program must, in addition, document the reason(s) why this program best meets their educational, professional, and personal needs.

The following steps must be completed in applying to the program:

- (1) Submission of Graduate School application to the University Graduate Office (M.S.-12, Eastern Washington University, Cheney, WA 99004-2415) along with a \$35 non - refundable application fee;
- 2) submission of two official copies of transcripts from every college or university you have attended (sent directly to the Graduate Program Office). If you graduated from EWU we will obtain your transcripts;
- (3) Submission of three letters of reference from individuals who are familiar with your potential and current qualifications for the profession of social work;
- (4) Submission of a Personal Statement. Guidelines for this are included as part of the application packet "Instructions for Applicants Personal Statement." The specificity and clarity of your statement will assist the faculty in assessing your capacity and readiness for professional education, your writing skills, and your ability to achieve your career goals in the progra.

- (5) Submission of a statement of not more than 300 words indicating why the Part-Time M.S.W. Program best meets your educational, professional, and personal needs and how you will balance your current life demands with participation in the program;
- (6) The School of Social Work and Human Services does not require students to take the Graduate Record Examination form. Students who feel that the GRE will strengthen their academic credentials may take the exam and submit the test scores to EWU.

### APPLICATION DEADLINES

Applicants are encouraged to apply as soon as possible. Applications completed by this time will have the best chance of being accepted into the program.

Given the School's commitment to recruiting a diverse student body applications will be accepted from students of color and disability until the University's final closing date for fall quarter admissions. Applicants will be reviewed and, if qualified, admitted on a space available basis.

**Evaluation:** A detailed needs assessment should be provided in the program proposal. EWU and UW should develop a plan for delivering the MSW on a rotating basis throughout the state.

**Recommendation:** Grant pre-approval status but hold final action until the Board has reviewed and approved a delivery plan that is developed collaboratively by the state's two programs at EWU and UW.

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**Degree Title:** Part-Time Master of Social Work

**Location:** Everett/North Puget Sound, Washington

**Date of Implementation:** Fall 2001

**Contact Person:** Dr. Michael Frumkin, Dean, School of Social Work

**Estimated Enrollments (FTE and Headcount):**

Forty-five students will be admitted as of September 2001 and will graduate in June 2004. The program will be held on the campus of Everett Community College.

Year	Headcount	FTE
2001	45	25.5
2002	45	36
2003	45	36

**Statement of Need:**

**Relationship to Institutional Role and Mission**

A fully recognized unit of Eastern Washington University, the School of Social Work was funded by the state legislature with specific enabling legislation. Awarded to Eastern Washington University in 1974,

the School of Social Work was fully accredited by the Council on Social Work Education in 1976, and subsequently reaccredited in 1984 and 1993.

The master of social work (M.S.W.) program is Eastern's single largest producer of master's degree graduates. The mission of the school is to serve persons seeking an M.S.W. degree in the state's rural areas, and the regional centers that serve them, who are unserved or underserved by professional social work education. The mission of the School of Social Work enhances the mission of Eastern Washington University, which essentially serves a comparable student population.

The EWU School of Social Work has attained a national reputation for: (1) being one of a select number of schools in the country that has as its mission the preparation of social workers for rural/regional/small urban practice; (2) having almost 20 years of serving location-bound baccalaureate-level practitioners with part-time, off-campus community based M.S.W. degree programs; (3) creating innovative, state of the art, field unit experiences for students; and (4) being committed to serving people of color.

The School of Social Work takes great pride in having recruited and graduated more Native American M.S.W.s than any other program in the nation. On the average twenty percent of the school's B.S.W. and M.S.W. students are persons of color as are twenty percent of the school's full-time faculty.

#### **Documentation of Need for Program**

According to the most current U. S. Bureau of Labor statistics, projections until the year 2015 place the need for human service workers at 136%, the second largest occupational growth area, and 24% ahead of computer engineers and scientists.

Of the 22,197 persons surveyed in the North Snohomish, Island, and Skagit County Educational Needs Assessment sponsored by the Higher Education Coordinating Board (December 1, 1997), 10% stated their single most immediate goal was completion of a graduate degree. Forty-three percent stated a graduate degree within the next five years was a goal among other goals. 48% of all persons surveyed who desired additional education intend to pursue a master's degree in the next five years. Clearly graduate level education is of moderate to high importance to citizens in North Snohomish, Island, and Skagit Counties.

The first cohort of the part-time M.S.W. program has an enrolled student body of 53. The school has received numerous requests from perspective students and social agencies throughout the program's service area inquiring about the beginning date for a new cohort. It is anticipated that a cohort of comparable size will be easily recruited to begin in January of 2001.

#### **Social Work**

In the same HECB study, of all persons who intend to pursue a graduate degree in the next five years, interest in social work ranks in the top 10 out of 51 categories. When the three areas of interest most closely allied are collapsed (psychology, human services, and social work), fully 10%, or one out of every 10 persons, wanted a graduate degree in the helping professions; and these are people who selected the above categories as their primary interests.

As to the program format and delivery, fully 75% preferred evening (M-Th) classes, with 65% wanting an opportunity for face-to-face interaction with the instructor.

The 1997 HECB Target Market Needs Assessment clearly shows citizens of the North Puget Sound area want the opportunity to pursue a graduate degree within the next five years and have a high interest in the social work/human service/psychology helping professions areas offered through an evening program delivered by on-site faculty.

**Budget Estimate:**

Tuition and State Support	\$431,375
Expenditures	\$155,484
Net Revenue	\$275,891

**Delivery Mechanism/Use of Technology:**

In order to best meet the needs of location-bound practitioners, all courses will be taught by on-site faculty from EWU. Most courses will be taught by regular tenured faculty, with a few select courses taught by skilled practitioners hired for their special expertise.

Using on-site faculty to the above extent has a proven track record with previous off-campus community-based sites. Furthermore, the high use of on-site faculty has been supported in such studies as the HECB commissioned study of the higher education needs of Snohomish, Skagit, and Island Counties.

**COURSE OF STUDY**

**FALL, 2001**

- SWKG 580 Professional Development (1)
- SWKG 530 Community Context of Practice (4)
- SWKG 541 Social Work with Diverse Populations (4)

**WINTER, 2002**

- SWKG 531 Societal Context of Practice (4) (4)

**SPRING, 2002**

- SWKG 540 Human Development in Contemporary Environments (4)
- SWKG 553 Social Work with Individuals and Families (4)

**LATE SPRING/EARLY SUMMER, 2002**

- SWKG 557 Biopsychosocial Bases of Human Behavior (3)

**SUMMER, 2002**

- SWKG 695 Foundation Practicum (3)
- SWKG 581 Integrative Seminar (1)
- SWKG 525 Research I (4)

**FALL, 2002**

- SWKG 695 Foundation Practicum (3)
- SWKG 582 Integrative Seminar II (1)
- SWKG 550 Social Work with Groups (4)

**WINTER, 2003**

- SWKG 526 Research II (4)
- Elective (3)

**SPRING, 2003**

- Elective (3)
- Elective (3)

**SUMMER, 2003**

SWKG 552 Managing Social Service Organizations (4)  
SWKG 551 Social Work with Communities (4)

**FALL, 2003**

SWKG 566 Advanced Social Work Practice Seminar (4)  
SWKG 695 Advanced Practicum (5)

**WINTER, 2004**

SWKG 695 Advanced Practicum (5)

**SPRING, 2004**

SWKG 695 Advanced Practicum (5)  
SWKG 568 Proseminar in Social Welfare Policies and Programs (4)

**Relationship to Other Institutions:**

There is no duplication of offerings. The School of Social Work responded to a documented need for M.S.W. education in the five northwest county area that had not been met by other programs throughout the state. The topography and population base of this area fits well with the school's mission of preparing highly competent master's level social workers capable of practicing in rural, regional, and small urban contexts.

**Expected Time To Degree Completion:**

Forty-five master of social work degree students will be admitted with classes beginning during the first week of September 2001. Using the cohort model, the 45 students will graduate in June of 2004.

**Diversity and Assessment Plans:**

**Diversity**

Professional social work education is committed to preparing students to understand and appreciate human diversity. Programs must provide curriculum content about differences and similarities in the experiences, needs, and beliefs of people. The curriculum must include content about differential assessment and intervention skills that will enable practitioners to serve diverse populations.

The Council on Social Work Education requires that each program include content about population groups that are particularly relevant to the program's mission. These include, but are not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

In the M.S.W. program at EWU, every student must take a required course in diversity, and every course must address diversity issues therein. Furthermore, the School of Social Work is actively committed to recruit and retain both students and faculty of color.

**Assessment Plans**

According to the Council on Social Work Education, graduates of M.S.W. programs are considered advanced practitioners who can analyze, intervene, and evaluate in ways that are highly differentiated, discriminative, and self-critical.

Students are assessed in each and every class, in both the foundation and advanced practicum placements, and finally, in an oral exam which occurs on campus before a panel of both social work and non-social work faculty representing the Graduate School at EWU.

The M.S.W. program at EWU is assessed according to the following student outcomes by the Council on Social Work Education at regular, periodic intervals. Schools of social work must prepare students to:

1. Apply critical thinking skills within professional contexts, including synthesizing and applying appropriate theories and knowledge to practice interventions.
2. Practice within the values and ethics of the social work profession and with an understanding of, and respect for, the positive value of diversity.
3. Demonstrate the professional use of self.
4. Understand the forms and mechanisms of oppression and discrimination and the strategies and skills of change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its current structures and issues.
6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Apply the knowledge and skills of advanced social work practice in an area of concentration.
8. Critically analyze and apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
9. Analyze the impact of social policies on client systems, workers, and agencies and demonstrate skills for influencing policy formulation and change.
10. Evaluate relevant research studies and apply findings to practice, and demonstrate skills in quantitative and qualitative research design, data analysis, and knowledge dissemination.
11. Conduct empirical evaluations of their own practice interventions and those of other relevant systems
12. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.
13. Use supervision and consultation appropriate to advanced practice in an area of concentration.
14. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

The M.S.W. program at EWU meets the above standards and is fully accredited at both the baccalaureate and master's levels by the Council on Social Work Education.

**Assurance that Internal Reviews Attest to the Quality of the Program:**

As stated earlier, the M.S.W. program at EWU meets the standards set forth by the Council on Social Work Education and is fully accredited. The school also undergoes review through the university's regular program review process.

**Evaluation:** EWU and UW should develop a plan for delivering the MSW on a rotating basis throughout the state.

**Recommendation:** Grant pre-approval but hold final action until the Board has reviewed and approved a delivery plan that is developed collaboratively by the state's two programs at EWU and UW.

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**Degree Title:** M Social Work -- Part-Time

**Location:** Yakima, Washington

**Date of Implementation:** Winter 2001

**Contact Person:** Dr. Michael Frumkin, Dean, School of Social Work

**Estimated Enrollments (FTE and Headcount):**

Thirty-five students will be admitted as of January 2001 and will graduate in December 2003. The program will be held on the campus of Heritage College.

<b>Year</b>	<b>Headcount</b>	<b>FTE</b>
2001	35	32.6
2002	35	33.6
2003	35	43.1

**Statement of Need:**

**Relationship to Institutional Role and Mission**

A fully recognized unit of Eastern Washington University, the School of Social Work was funded by the state legislature with specific enabling legislation. Awarded to Eastern Washington University in 1974, the School of Social Work was fully accredited by the Council on Social Work Education in 1976, and subsequently reaccredited in 1984 and 1993.

The master of social work (M.S.W.) program is Eastern's single largest producer of master's degree graduates. The mission of the school is to serve persons seeking an M.S.W. degree in the state's rural areas, and the regional centers that serve them, who are unserved or underserved by professional social work education. The mission of the School of Social Work enhances the mission of Eastern Washington University which essentially serves a comparable student population.

The EWU School of Social Work has attained a national reputation for (1) being one of a select number of schools in the country that has as its mission the preparation of social workers for rural/regional/small urban practice; (2) having almost 20 years of serving location-bound baccalaureate-level practitioners with part-time, off-campus community based M.S.W. degree programs; (3) creating innovative, state of the art, field unit experiences for students; and (4) being committed to serving people of color.

The School of Social Work takes great pride in having recruited and graduated more Native American M.S.W.s than any other program in the nation. On the average twenty percent of the school's B.S.W. and M.S.W. students are persons of color as are twenty percent of the school's full-time faculty.

**Documentation of Need for Program**

According to the most current U. S. Bureau of Labor statistics, projections until the year 2015 place the need for human service workers at 136%, the second largest occupational growth area, and 24% ahead of computer engineers and scientists.

The current cohort of the part-time M.S.W. program has an enrolled student body of 38. The school has received numerous requests from perspective students and social agencies throughout the program's service area inquiring about the beginning date for a new cohort. It is anticipated that a cohort of comparable size will be easily recruited to begin in September of 2001.

**Budget Estimate:**

Tuition and State Support	\$431,375
Expenditures	<u>\$155,484</u>
Net Revenue	\$275,891

**Delivery Mechanism/Use of Technology:**

In order to best meet the needs of location-bound practitioners, all courses will be taught by on-site faculty from EWU. Most courses will be taught by regular tenured faculty, with a few select courses taught by skilled practitioners hired for their special expertise.

**Relationship to Other Institutions:**

There is no duplication of offerings. The School of Social Work responded to a documented need for M.S.W. education in the Yakima Valley that had not been met by other programs throughout the state. The topography and population base of this area fits well with the school's mission of preparing highly competent master's level social workers capable of practicing in rural, regional, and small urban contexts. A formal inter-institutional agreement exists between Heritage College and EWU to provide baccalaureate and master's-level social work education cooperatively to residents of the Valley.

**Expected Time To Degree Completion:**

Thirty-five master of social work degree students will be admitted with classes beginning during the first week of January 2001. Using the cohort model, the 35 students will graduate in December 2003.

**Diversity and Assessment Plans:**

**Diversity**

Professional social work education is committed to preparing students to understand and appreciate human diversity. Programs must provide curriculum content about differences and similarities in the experiences, needs, and beliefs of people. The curriculum must include content about differential assessment and intervention skills that will enable practitioners to serve diverse populations.

The Council on Social Work Education requires that each program include content about population groups that are particularly relevant to the program's mission. These include, but are not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

In the M.S.W. program at EWU, every student must take a required course in diversity, and every course must address diversity issues therein. Furthermore, the School of Social Work is actively committed to recruit and retain both students and faculty of color.

**Assessment Plans**

According to the Council on Social Work Education, graduates of M.S.W. programs are considered advanced practitioners who can analyze, intervene, and evaluate in ways that are highly differentiated, discriminative, and self-critical. Students are assessed in each and every class, in both the foundation and advanced practicum placements, and finally, in an oral exam which occurs on campus before a panel of both social work and non-social work faculty representing the Graduate School at EWU.

The M.S.W. program at EWU is assessed according to the following student outcomes by the Council on Social Work Education at regular, periodic intervals. Schools of social work must prepare students to:

1. Apply critical thinking skills within professional contexts, including synthesizing and applying appropriate theories and knowledge to practice interventions.
2. Practice within the values and ethics of the social work profession and with an understanding of, and respect for, the positive value of diversity.
3. Demonstrate the professional use of self.
4. Understand the forms and mechanisms of oppression and discrimination and the strategies and skills of change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its current structures and issues.
6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Apply the knowledge and skills of advanced social work practice in an area of concentration.
8. Critically analyze and apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
9. Analyze the impact of social policies on client systems, workers, and agencies and demonstrate skills for influencing policy formulation and change.
10. Evaluate relevant research studies and apply findings to practice, and demonstrate skills in quantitative and qualitative research design, data analysis, and knowledge dissemination.
11. Conduct empirical evaluations of their own practice interventions and those of other relevant systems
12. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.
13. Use supervision and consultation appropriate to advanced practice in an area of concentration.
14. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

The M.S.W. program at EWU meets the above standards and is fully accredited at both the baccalaureate and master's levels by the Council on Social Work Education.

**Assurance that Internal Reviews Attest to the Quality of the Program:**

As stated earlier, the M.S.W. program at EWU meets the standards set forth by the Council on Social Work Education and is fully accredited. The school also undergoes review through the university's regular program review process.

**Evaluation:** EWU and UW should develop a plan for delivering the MSW on a rotating basis throughout the state.

**Recommendation:** Grant pre-approval status but hold final action until the Board has reviewed and approved a delivery plan that is developed collaboratively by the state's two programs at EWU and UW.

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**Degree Title:** BA Business: - Accounting Information Systems

**Date of Implementation:** September 2001

**Locations:** Cheney and Spokane, Washington

**Contact Person:** Dr. Alex Cameron, Dean, College of Business and Public Administration

**Estimated Enrollment (FTE and Headcount):**

The estimated enrollment is 30 FTES to be enrolled in the program by the start of the third year. Actual head count will be about 35 students. A majority of the students are expected to come from the MIS option and from those professional accounting students planning to sit for the CPA examination. (After June of 2000, candidates for the CPA examination will be required to have 225 quarter hours to be eligible to sit.) This would be an extension and enhancement of Eastern's MIS program.

**Statement of Need:**

A statewide demand exists for individuals trained as information system professionals. Information technology is the single most difficult professional area for employers to fill vacancies, according to the Washington State Employment Security Department Labor Market and Analysis Branch (Washington State Employment Security Department, 1997.) Over the next five years, 38,000 new jobs requiring technically skilled workers will open up annually in Washington, according to the executive director of Washington State's Workforce Training and Education Coordinating Board (*Spokesman-Review*, 1999.)

In Spokane a local need that is not being met also exists. Analyses of the Spokane market routinely indicate that Spokane needs more information technology professionals (Washington State Higher Education Coordinating Board, 1998; Sommers, 1998; Pace Group, 1995.) The lack of sufficient information technology professionals is generally viewed as a primary reason that Spokane's high tech sector is not growing, leading, in turn, to a general economic stagnation in the region.

The proposed degree program is an extension of Eastern's management information systems program and has been designed to add in-depth accounting system design skills to the preexisting curriculum in MIS. The current MIS curriculum requires only 9 hours of accounting while the professional accounting program requires 57 hours of accounting. The new AIS program will encompass the same number of hours in MIS at 28, but will add 16 - 20 hours of upper-division accounting. The additional hours of accounting will allow not only for enhanced system design capabilities, but will also enhance the graduate's ability to extract additional useful information from the largest database that a business possesses: its accounting records.

The trend in enrollments in Eastern's existing MIS program is very positive:

<u>Year</u>	<u>Number of Graduates</u>
1996-1997	22
1997-1998	36
1998-1999	45

The proposed AIS program is expected to have a similar enrollment trend. This is due to the premium in pay commanded by joint degree holders. Eastern currently has capacity to add students in its accounting program, but not in its MIS program. The proposed AIS degree program is intended to take advantage of this capacity in accounting.

**Budget Estimate:**

The accounting program at Eastern currently has sufficient capacity to serve the additional students. The management information systems faculty will require one additional person at the lecturer level. Three currently authorized tenure-track positions will suffice to staff courses within the MIS portion of the proposed AIS option. The position that the Accounting Information Systems Department is searching in MIS is oriented toward filling the needs for a projects course in advanced accounting systems, which will probably be the only new course needed. The largest unmet need at this time is sufficient computer classroom capacity with state-of-the-art equipment and software.

Table 1: Estimated Costs at steady-state (30 FTES)

Revenue	Tuition (\$2,700 per FTES)	\$81,000
	State Support (\$5,378 per FTES)	<u>\$163,340</u>
	Total	\$244,340
 Expenditures	Personnel	\$41,000
	Operations	\$19,000
	Development	\$4,500
	Equipment (maintenance and replacement)	<u>\$132,000</u>
	Total	\$196,500
 Net Total	(Revenue – Expenditures)	\$47,840

**Delivery Mechanism:**

The delivery mechanism will be predominately through courses taught in person by qualified faculty and offered as lectures (accounting) or lecture/labs (MIS). Courses will emphasize a “hands on” learning environment in order better to prepare students for the computerized environment that they will be entering as AIS professionals. The computer classrooms in Kingston and Riverpoint will be used for lecture and lab instruction. This option will require 117 credit hours

**References Cited:**

The Pace Group. (1995). Spokane Area Competitiveness Assessment and Attraction, Retention and Expansion Strategy. Prepared for the Spokane Area Economic Development Council.  
 Roarke, Mike. (1999, January 24). Unskilled Need Not Apply A Glut of Jobs Requiring Technically Skilled Workers Looms on the Horizon, One Expert Says. *The Spokesman-Review*  
 Sommers, Paul. (September 1998). The Future of the Spokane Economy: Implications For Higher Education. Prepared for the Northwest Policy Center.  
 Washington State Employment Security Department. (1997). Labor and Skill Shortages in Washington: Finding from LEMA Supply-Demand Survey. Olympia, WA.  
 Washington State Higher Education Coordinating Board. (September 1998). Spokane Area Higher Education Services Study: Higher Education Needs Assessment, Olympia, WA.

**Evaluation:** The full proposal should include a detailed needs assessment and justify why the program should be offered in both Cheney and Spokane.

**Recommendation: Grant pre-approval status**

**Degree Title:** BS - Athletic Training

**Date of Implementation:** Fall 2000

**Location:** Cheney, Washington

**Contact person:** Dr. Neville Hosking, Dean, College of Education and Human Development

**Executive Summary:**

The proposed athletic training major is an expansion of the current bachelor of science degree in physical education with an option in sports medicine/athletic training. The curriculum has changed in recent years as demands of the profession and requirements of the National Athletic Trainer’s Association (NATA) have changed. A recent change by the NATA Board of Certification (BOC) requires that a student wishing to sit for the national certification examination must graduate from a program accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The athletic training program at EWU is currently completing the CAAHEP accreditation process.

The proposed athletic training major is designed for students who are interested in becoming certified athletic trainers. The major will prepare them to sit for the NATABOC examination and work competently in the field of athletic training and sports medicine. The program provides a learning environment in which each student can enhance her/his talents, training, and practical experience through education and research in prevention, evaluation, management, and rehabilitation of injuries. The program incorporates contemporary and traditional technologies through clinical experience in an effort to educate the whole person: body, mind and spirit. Further, the program emphasizes critical thinking and collaborative work with peers and allied health-care professionals.

The program will seek to accommodate four-year students, including those in the Running Start program and transfer students. Typically, students will have three years to complete the clinical portion of the program. However, transfer students and students not admitted to start as sophomores can complete the clinical experience in two years if specified assumptions are met.

Opportunities for employment exist in, but are not limited to, sports medicine/physical therapy clinics; working with athletic teams at all levels of competition (high school, college, professional, and recreational); health clubs, corporate settings, and other allied health care facilities. The major also will prepare students who wish to continue their education at the graduate level in the fields of athletic training, exercise science, health promotion, and other related disciplines.

**Estimated Enrollment (FTE and Headcount):**

The curriculum of the proposed B.S. degree in athletic training has been offered, for approximately 20 years, as an option for students interested in the athletic training and sports medicine professions. The number of declared students in the sports medicine/athletic training option and FTES have steadily increased over the last five years (Table 1).

**TABLE 1: Present and Past Enrollments and FTES in the Athletic Training Option**

As of Fall Quarter	1995	1996	1997	1998	1999
Number of declared majors	60	70	80	90	105
FTES	50.0	58.3	64.89	77.4	90.3

When, in fall quarter 2000, the proposed athletic training major is implemented, enrollment numbers will begin a decline that will last until fall quarter 2003 (approximately 30%). The basis of the student decline lies in the requirements of the NATA for accredited programs (see ‘Justification for Enrollment Decline’ below). In fall of 2003, a steady state—admitting approximately 23 students each year with a three-year program—will maintain program enrollment at approximately 70 students. The headcount and FTES for the years from implementation to steady state are found in Table 2.

**TABLE 2: Future Enrollments and FTES in the Athletic Training Major**

As of Fall Quarter	2000	2001	2002	2003	2004	2005
Number of declared majors	100	90	90	80	80	70
FTES	81.0	72.7	72.7	64.6	64.6	56.7

**Justification for Enrollment Decline**

1. In an effort to comply with CAAHEP accreditation standards, the following requirements, with regard to the student clinical rotation sites for athletic training programs must be maintained.
  - (a) Each clinical rotation site must have a signed institutional agreement with EWU and must be supervised by a certified clinical instructor. Clinical rotation sites are the locations, at which, students will obtain their practical experience. At the point of steady state enrollment, the program will have one clinical rotation on campus with four certified clinical instructors, and three clinical rotation sites off campus (a sports medicine clinic, a high school, and a community college) with one certified clinical instructor each.
  - (b) Each clinical instructor should supervise a maximum of ten athletic training students.
2. In prior years student admittance to the program has been based solely on students’ choosing to declare their majors in sports medicine/athletic training. As of fall quarter 2000, enrollment into the program will be limited by the requirements of the national organization (listed above) and the current staff and facilities available at Eastern.

Because athletic training is an allied health-care profession, students who do not meet the entrance requirements for the program will have access to other programs both in the PEHR department as well as in other departments at Eastern (i.e. exercise science, health promotion, physical education, biology, occupational therapy, nursing).

**Statement of Need:**

Two primary factors influence the need for the program. First, as indicated by the increased number of declared majors, there is student interest in the athletic training program, possibly heightened by the increased number of athletic training programs/courses being provided in the high schools. Another source of increased interest is the CAAHEP accreditation requirement for students desiring to sit for the NATABOC examination. This component requires all non-CAAHEP accredited programs (a little over 50% of the athletic training programs nationwide) either to complete the accreditation process or terminate their programs. Several students have already begun to transfer to EWU because the university is moving toward CAAHEP accreditation.

Second, employment opportunities for athletic trainers are increasing. Within the State of Washington, legislation has been proposed to require all high schools to have a full-time certified athletic trainer on staff. Another increase in employment comes from colleges that choose not to become accredited. These schools will no longer have the support of the athletic training students to cover the needs of the athletic teams, thus resulting in increased numbers of full time certified athletic trainers on staff.

**Budget Estimate:**

The B.S. in athletic training at Eastern will not require any substantive change (faculty, classroom, or equipment) because the program and sequence of course offerings are already in place as an option in the department of PEHR. The addition of the clinical experience to the curriculum will include three clinical rotation sites (completed over the next two years); however, the sites will come with equipment and a certified clinical instructor and will not add to the cost of the program to EWU. Program costs are in Table 3.

TABLE 3: Estimated Costs @ Steady-State (56.7 FTES)

Revenue	Tuition (\$2,700 per FTES)	\$189,000
	State Support (\$5,378 per FTES)	<u>\$376,460</u>
	<b>Total</b>	<b>\$565,460</b>
Expenditures	Personnel	\$100,632
	Operations	\$15,000
	Development	\$1,800
	Equipment	<u>\$35,000</u>
	<b>Total</b>	<b>\$152,432</b>
Net Total	(Revenue - Expenditures)	\$413,028

**Delivery Mechanism:**

The proposed B.S. degree in athletic training will be offered on the Cheney campus with currently allocated facilities and equipment and standard lecture and laboratory formats. The curriculum, including general education courses, consists of 166 credit hours with 14 credits open for electives, based on students' needs/interests, as directed by the academic advisor. The curriculum consists of a broad background in anatomy and physiology, kinesiology, and measurement and evaluation. There are 24 credit hours specifically related to the field of athletic training, with 12 of those credits specified as clinical rotations (1500 hours of practical experience).

Typically, students will complete the athletic training curriculum in four years. Further, as mentioned earlier, the program seeks to comply with the EWU mission statement to facilitate the transfer of students from the community college system. If transfer assumptions are met, transfer students will complete the program in two years.

**Other:**

Washington State University and Whitworth College also offer CAAHEP-accredited athletic training programs. If granted HECB approval and CAAHEP accreditation, the program at EWU will be the third program in the state.

In terms of differences among programs, Eastern will be the only program that seeks to facilitate the acceptance and matriculation of transfer students. Both WSU and Whitworth programs admit approximately 10 to 20 students per year and maintain approximately 35-40 students at any given point in time. The program at Whitworth requires two years to complete and awards a degree in liberal arts whereas the WSU and EWU programs (if approved) require three years to complete and award a bachelor of science degree. The student populations served by the three schools are also different. WSU is a larger institution with a more costly tuition requirement, self-selecting those students who can afford the tuition and enjoy a larger university atmosphere. Whitworth also has a higher tuition rate and, because of its religious affiliation, attracts students who prefer this component.

Although the program at EWU has been offered previously as an option, all three programs have been supported by student interest and need for nearly two decades. Further, as seen by the increase in enrollment in the existing option at EWU, sufficient student interest in the program at Eastern is ongoing.

**Evaluation:** The full proposal should justify the state's need for three athletic programs.

**Recommendation:** Grant pre-approval status.

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**Degree Title:** BA - Multimedia Programming and Development

**Date of Implementation:** Fall 2000

**Location:** Cheney, Washington

**Contact Person:** Dr. Raymond Soltero, Dean, College of Science, Mathematics, and Technology

**Executive Summary:**

The proposed bachelor of arts in multimedia programming and development will support one of the most rapidly growing business sectors in Washington. Eastern's degree in multimedia programming and development will combine a curriculum strong in programming concepts with breadth area curriculum such as English, art, journalism, communication studies, electronic media and film, and technology. The proposed degree will provide students the skills and theory to fill the jobs in the rapidly growing area of interactive multimedia and other related areas of electronic media such as Internet development, advertising, educational software, professional training software, and presentation technology.

The proposed curriculum in multimedia programming and development has been available to students for one year as an option in the bachelor of arts of computer science. This option began in the fall of 1998, and, to date, three students have graduated and four more have submitted graduation applications. The fact that more than fifty students have expressed interest in majoring in this program supports the expectation that the number of majors and graduates will rise dramatically.

**Estimated Enrollments:**

The program has been available as an option since fall 1998. Since that time, three students have graduated with the B.A. major in computer science - option multimedia. The number of students seeking this option continues to significantly increase: a steady state of fifty headcount or 33 FTES is estimated.

**Statement of Need:**

Increasing numbers of businesses are discovering the need to integrate the use of some form of multimedia into their operations. In the Spokane area the larger firms are employing one or more full-time persons with skills in the multimedia area. Multimedia and web development companies are providing services to smaller companies who can not support a full time person. Graduates need a core computer science background and broad background including at least three of the breadth areas of English, art, journalism, electronic media and film, communication studies and technology. The need of the Spokane community is evidenced by the large number of requests from businesses for students interested in internships or senior projects. These include local organizations such as the Spokane Chamber of Commerce, and the Spokane Fire Department and several industrial firms such as Argo Technical and X<sup>N</sup> Technologies. Requests from as far away as Burien, Washington, with the Puget Sound ESD are being pursued. With the addition of 3D animation to the curriculum in the spring of 1999, the

number of inquiries has increased. In order that the students can compete in the market place, only very high-end professional level software is used in the program.

Eastern has a strong Computer Science Department, which will provide the core courses of this degree. The bachelor of science program in computer science is accredited by CSAB. The inclusion of the breadth area courses, chosen in consultation with each department, significantly enhances this degree.

**Budget Estimate:**

Because this program has been offered as an option of the B.A. in computer science, substantive changes will not have to be made. The core courses of the program are taught by regular faculty. Some adjuncts are employed in specialized areas such as 3D animation. A newly equipped multimedia lab is in place.

Table 1: Estimated Costs at steady-state (33 FTES)

Revenue	Tuition (\$2,700 per FTES)	\$89,100
	State Support (\$5,378 per FTES)	<u>\$177,474</u>
	Total	\$266,574
Expenditures	Personnel	\$90,000
	Operations	\$21,000
	Development	\$4,000
	Equipment (maintenance and replacement)	<u>\$50,000</u>
	Total	\$165,000
Net Total	(Revenue – Expenditures)	\$101,574

**Delivery Mechanisms:**

The program will be 88-103 credit hours. The major will be included in EWU’s “Finish in Four” program. Assuming no deficiencies exist in preparatory coursework, a new freshman declaring their major during the first quarter on campus and adhering to a specific, approved course schedule can complete their degree within 12 quarters (four academic years). To accommodate transfer students, the curriculum will mesh with the A.A. degree. Transfer advisors at local community colleges are preparing students for this program. All community colleges in the state have our articulation agreements for entry courses in this program.

In addition to traditional lecture/lab courses in this program, considerable attention will be directed to the needs of working professionals and non-traditional students. Options to be evaluated include video training, on-line courses, and night/weekend scheduling as feasible and appropriate. Each student finishes the program with an applied project or internship and a professional capstone.

**Evaluation:** A detailed needs assessment should be provided in the program proposal.

**Recommendation:** Grant pre-approval status.

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**Degree Title:** BS - Environmental Science

**Date of Implementation:** Fall 2000

**Location:** Cheney, Washington

**Contact Person:** Dr. Raymond Soltero, Dean, College of Science, Mathematics, and Technology.

**Executive Summary:**

The proposed bachelor of science major in environmental science will provide students the content and technical skills to successfully fill positions in the environmental sciences. The degree program will be developed primarily from pre-existing curricula in the sciences and thus require few additional resources, and little course development, relative to other new program proposals. Preliminary need assessment suggests the program will benefit Northwest employers. Budget and enrollment estimates suggest the program should be self-supporting within approximately three years. The proposed environmental science degree will be the only four-year undergraduate program offered in the Inland Northwest and will provide technically trained scientists needed to address the increasingly common environmental issues of the region, state and nation.

**Estimated Enrollments:**

The program will focus on core sciences (biology, chemistry, and geology) supported by courses in other sciences, environmental science, mathematics, and liberal arts such as economics, business, and communication. The major will capitalize on existing environmental expertise in biology, chemistry, and geology. While some students will be drawn from these programs, most will enter as new students (freshmen or transfers). An initial annual enrollment of 20 FTES is anticipated, with enrollment stabilizing at 50 FTES within about three years.

**Statement of Need:**

Increasing numbers of governmental agencies – federal, state, local, and tribal, are continually seeking graduates trained in the environmental sciences. Private companies need skilled employees to deal with regulation and to implement and oversee environmental compliance. Graduates need a broad, scientific, and quantitative background in the environmental sciences. The Inland Northwest, with a resource-based economy, needs a cadre of trained professionals to address problems such as agricultural burning, mining waste, salmon recovery, timber management, soil contamination, surface water quality, aquifer protection, and air quality. These issues must be thoroughly understood from a scientific perspective and combined with an appreciation of the social and economic aspects.

As a preliminary assessment, a survey was sent to 148 environmental science professionals in Washington and Idaho representing governmental agencies and regulators, academic institutions, private consulting firms, federal agencies, and the USDOE labs (Hanford and Idaho National Environmental Engineering Laboratory). A copy of the survey is found in Supplement 1. Of the 57 surveys returned (38% response rate), 82 percent felt there was a need for additional graduates trained in environmental science and 88 percent felt there was a need for continuing education in the field. Many cited regional growth as a critical factor for increasing demand. Similarly, many cited the need for flexibility to address the unique needs of working professionals. Sixty percent felt that recent graduates of environmental science programs had an inadequate background in one or more critical areas. Thus, the proposed curriculum will seek a balance of specific courses and generalized emphasis in areas where deficiencies were noted. For example, 74% of the respondents felt that scientific writing and public speaking were essential skills that should be developed starting at the freshman level.

**Budget Estimate:**

The estimated annual budget is approximately \$131,000 and includes expected administrative and instructional costs. Given that this proposal is essentially a repackaging and re-labeling of existing EWU program in chemistry, biology, and geology, the establishment of the proposed program can be accomplished with minimal impact on EWU’s budget. Budget details are provided in Table 1.

A “steady-state” enrollment of 50 FTES is a reasonable long-term estimate for two reasons. First, EWU’s environmental biology and environmental geology programs have graduated an average of 18 students per year over the last four years. Second, given the popularity of environmental studies and environmental science programs in the Northwest, it is likely that enrollment will double or triple once the program is in place.

Table 1: Budget estimates at steady-state (50 FTES):

Revenue	Tuition (\$2700 per FTES)	\$89,100
	State Support (\$5378 per FTES)	<u>\$177,474</u>
	Total	\$266,574
Expenditures	Personnel	\$95,000
	Operations	\$17,000
	Development	\$4,000
	Equipment	<u>\$20,000</u>
	Total	\$136,000
Net Total	(Revenue – Expenditures)	\$130,574

**Delivery Mechanism:**

The program will require 180 credit hours including general education courses. The major will be included in EWU’s “Finish in Four” program. Assuming no deficiencies exist in preparatory coursework, new freshmen declaring their majors during their first quarter on campus and adhering to specific, approved course schedules can complete their degrees within 12 quarters (four academic years). To accommodate transfer students, the curriculum will mesh with statewide guidelines being considered for the A.A.S. degree. In addition to traditional lecture/lab courses, considerable attention will be directed to the needs of working professionals and non-traditional students. Options to be evaluated include video training, on-line courses, and night/weekend scheduling as feasible and appropriate.

Eastern has a strong tradition in environmental education and has been training environmental professionals for thirty years under the biology and geology programs. In 1999, a new option in environmental chemistry will be offered. Thus, the university has extensive experience in the area along with highly qualified faculty and staff. With the exception of 3 - 5 courses, the proposed curriculum exists and is already offered on a regular basis at the Cheney campus.

The curriculum will begin with a one-year series in environmental science. This sequence will introduce environmental science in terms of “spheres” (atmosphere, geosphere, hydrosphere, biosphere, and anthrosphere) and cycles such as the carbon and water cycles. Subsequent courses will emphasize core sciences (biology, chemistry, geology, and physics) supported by mathematics and a strong interdisciplinary element including resource economics, planning, and regulation. Field experience, teamwork, problem solving, practical experience, and oral and written communication skills will be strongly emphasized. As feasible, students will be allowed to fulfill requirements by having some choice on electives so they can tailor programs to their specific interests.

A director, probably drawn from within the College of Science, Mathematics, and Technology, will coordinate the program. The college also houses the Departments of Biology, Chemistry and Biochemistry, Computer Science, Geology, Physics, Mathematics, Technology and the health sciences. Students will be recruited statewide, but particularly from the Spokane metropolitan area, surrounding rural communities, and community colleges. Additionally, considerable effort will be directed toward integrating local and regional community colleges into planning and development of the curriculum. The program will also serve students from neighboring states.

**Other:**

To best serve the needs of the Inland Northwest, a group of environmental professionals willing to assist in curriculum development has already been identified. Although no national certification standards exist for environmental science, Eastern's program will provide students with a practical education, making them eminently qualified to serve the needs of future employers.

**Supplement 1: Survey**

Needs Assessment for Environmental Science  
College of Science Mathematics and Technology  
Eastern Washington University  
Cheney, WA

1. Do you perceive the need for the training of additional persons in the fields of environmental science with biological, chemical, or geological expertise in the northwest?
2. Have recent graduates received the academic training necessary to be effective environmental science professionals?
3. In what subject areas are recent graduates or inexperienced professionals deficient (please see the subject list in question 7 below)?
4. Can you suggest features (subjects, experiences, technical skills) that should be included in environmental biology, chemistry or geology programs to improve the quality of applicants for professional and technical positions in the environmental sciences.
5. Do you see the need for current employees or colleagues to receive further education through continuing education or graduate (M.S.) programs in environmental studies?
6. Additional suggestions for improving the academic training of environmental professionals.
7. Please circle or highlight the subject areas which should be included in environmental science curriculum. Please address this from a whole-firm or whole-agency perspective.

**Biology Subject Areas**

General Biology  
General Botany  
General Zoology  
General Microbiology  
General Ecology and Evolution  
Plant Identification (terrestrial and aquatic)  
Invertebrate Animal Identification  
Vertbrate Animal Identification  
Ichthyology (fisheries biology)  
Limnology (lake and stream biology and ecology)  
Water Pollution Biology and Chemistry  
Wetland Science  
Conservation Biology

**Geology Subject Areas**

General Geology  
Geomorphology  
Hydrology  
Surficial Geology  
Soil Science  
Environmental Geology  
Geochemistry

Wildlife Biology  
Chemistry Subject Areas  
General Chemistry  
Organic Chemistry  
Quantitative Chemical Analysis  
Physical Chemistry  
Environmental Chemistry  
Analytical Chemistry  
Chemical Instrumentation (which instruments?)  
Fate and Transport  
Persistent Organics  
Toxicology

Other Subject Areas  
General Environmental Studies  
General Scientific Investigation  
General Algebra and Geometry  
Calculus Mathematics  
General Parametric Statistics  
General Non-parametric Statistics  
Multivariate Statistics  
Scientific Writing  
Public Speaking  
Geography and Mapping  
GIS  
Environmental Planning  
Environmental Law  
Environmental Impact Statements  
Computer Programming  
Quantitative or Systems Modeling  
General Economics  
Environmental/Resource Economics  
Internship/Practical Experience  
Health and Safety  
Rules/Regulations/Permitting  
Waste Disposal and Handling

Name/Employer/Position (or attach card):

**Evaluation:** Program is based on preliminary survey data and input from industry.

**Recommendation:** Grant pre-approval status.

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**Degree Title:** BS - Biotechnology

**Date of Implementation:** Fall 2000

**Location:** Cheney, Washington

**Contact person:** Dr. Raymond Soltero, Dean, College of Science, Mathematics, and Technology

**Executive Summary:**

The proposed bachelor of science major in biotechnology will support one of the most rapidly growing business sectors in Washington. Eastern's major in biotechnology will be a broadened undergraduate curriculum combining existing curricula in chemistry and biology with four specialty courses in biotechnology. The curriculum will include information and skills requested by Washington and national biotechnology corporate leaders. The proposed degree will help funnel these students into jobs in our state that presently needs 5000 new biotechnologists in the next six years. Eastern can help meet the personnel needs of this critical industry with this new program.

The proposed curriculum in biotechnology has been available as an option for EWU students since the fall of 1983. Headcount in the biotechnology laboratory classes has steadily risen from four in 1983/84 to

20 in 1998/99 while numbers in the lectures have been greater. Laboratory, classroom, support services, computer, and library facilities at EWU are more than adequate to support this proposed degree.

**Estimated Enrollments (FTE and Headcount):**

The curriculum of the proposed B.S. major in biotechnology is attractive to students because it is essentially a double major in biology and chemistry with only four additional biotechnology courses. Biology and chemistry are strong departments, work closely together, and have served students requesting combined studies such as biotechnology for decades. Future enrollment estimates for the program have been approached in two ways: 1) headcount of all known EWU students taking or planning to take the biotechnology lectures and laboratories; and 2) average headcounts in the two, 2-credit biotechnology laboratory courses. Headcount of all known students (from freshmen to seniors) taking or planning to take the recommended courses in 1999 was 80 (see below). Average head count in the biotechnology lab courses rose to 20 in 1999. The number of enrollees in biotech lab courses at “steady-state” (next 5 to 10 years) is expected to be 32, saturating Eastern's laboratory space dedicated to biotechnology.

Past, present and future enrollments:

	1984	1989	1999	Steady-state
Students planning to complete all biotechnology courses			80	128
Actual headcount in biotechnology labs	3	12	20*	32
SCH (FTES) from biotechnology lectures and labs (14 credits/student)	42(3)	168(11)	280(19)	448(30)

\*20 students were in 1999 lab offerings; 16 graduated and 4 will graduate in 2000

**Statement of Need:**

Washington needs this major in biotechnology. According to the Washington biotechnology and medical technology associations, more than 5000 additional employees will be hired by this industry in the next six years. Most hires will be technical research and development employees. Of sixteen 1999 biotechnology-option graduates, eleven placed in the industry and five in graduate school. There are more than 10,000 Washington citizens presently employed by this rapidly growing industry.

Washington's universities need to train well-rounded and specifically trained biotechnology students with strong practical experience. The recommended biotechnology courses at Eastern have proven to be a solution to meet industry needs as attested to by leaders at Immunex, NeoRx, Corixa, and the Fred Hutchinson CRC, among others, who have enthusiastically hired Eastern's students. On a smaller scale, those Eastern graduates in biology and chemistry who took the recommended biotechnology courses have filled 15 jobs in Eastern Washington's very new biotechnology sector.

Today, most new hires in Washington's biotechnology industry come from traditional fields such as microbiology, molecular biology, genetics, biochemistry, or other areas of biology and chemistry. Few of these individuals obtained strong laboratory training in biotechnology methodology, and the majority

probably had to spend six months or more in on-the-job training. The proposed B.S. major in biotechnology at Eastern will address these shortcomings by providing extensive coverage on subjects such as recombinant DNA, PCR, fermentation, plant biotechnology, molecular immunology, monoclonal antibody production, etc.

**Budget Estimate:**

The B.S. major in biotechnology will not require any substantive changes all of the courses are currently taught by tenured, Ph.D.-holding faculty in the existing biotechnology option. Newly remodeled biology and chemistry facilities are adequate. Staffing is in place. However, the establishment and maintenance of the proposed degree program and the addition of 12 to 16 more students will require a minor reallocation of resources as shown below.

Estimated Costs @ Steady State:

Revenue

Tuition (\$2,700 per FTES)	\$32,400
State Support (\$5,378 per FTES)	<u>\$64,536</u>
Total	\$96,936

Expenditures

Personnel	\$39,000
Operations	\$12,500
Development	\$2,000
Equipment	<u>\$15,000</u>
Total	\$68,500

Net Total (Revenue – Expenditures)	\$28,436
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**Delivery Mechanism:**

The proposed B.S. major in biotechnology will be a 188-credit major with all the usual requirements for the B.S. The curriculum includes a year of physics, two quarters of calculus and all but two courses required of biology and chemistry majors. Two, 5-credit lectures and two, 2-credit laboratories are specific biotechnology requirements.

Assuming that students have no deficiencies upon admission to the university, the biotechnology curriculum is usually completed in four years. Likewise, this curriculum complements most Washington community college programs to facilitate and encourage student transfers. A number of support activities are already in place to help interested students enter, advance and matriculate through this program.

Dr. Donald Lightfoot in the Department of Biology is the advisor and director of the present curriculum, and he will become the director of the proposed B.S. major in biotechnology, should it be approved. The degree will be the academic responsibility of an interdepartmental committee on biotechnology composed of six regular, tenured biology and chemistry faculty. The committee will be assigned by the dean of the College of Science, Mathematics, and Technology and will report to the chairs of the Departments of Biology and Chemistry.

**Other:**

Eastern's proposed B.S. major in biotechnology will become a leading part of an integrated program for biotechnology education in Eastern Washington. The program has sought out and developed alliances

with local K-12 districts, with the community colleges of Spokane, and with Washington State University's graduate program in biotechnology, planned for Spokane.

Eastern has committed faculty, facilities, and courses intended to give all science and technology students opportunities for rewarding careers. The biotechnology program is a key piece in the modernization of science curricula at EWU, and it should be raised to a full degree offering. Eastern is ready for Washington's biotechnology needs. The proposed degree will give students the broad science training that prepares them for the diversity and the independence needed in the growing biotechnology industry.

**Evaluation:** Program responds to industry needs.

**Recommendation:** Grant pre-approval status.

**Degree Title:** BA Education: - Early Childhood Special Education

**Date of Implementation:** Fall 2000

**Location:** Cheney, Washington

**Contact Person:** Dr. Neville Hosking, Dean, College of Education and Human Development

**Estimated Enrollments (FTE and Headcount):**

EWU's regular special education major graduates approximately 25 students each year. It is anticipated that more students will come to EWU for an early childhood special education major. Conversations with students and community college faculty members indicate that many community college students would transfer to EWU if this major were offered.

Projected Enrollments – B.A.E. for Early Childhood Special Education (based on 48-credit major)

Year	Headcount	FTES
1999	20	21.3
2000	20	21.3
2001	20	21.3
2002	20	21.3
2003	20	<u>21.3</u>

**Statement of Need:**

The early childhood special education major is needed to meet the new Washington State requirements for a primary endorsement in early childhood special education. Students who complete this major will obtain a primary endorsement in early childhood special education. The major in early childhood special education also includes the knowledge and skills that all beginning special educators need as recommended by the Council for Exceptional Children (CEC).

Other universities such as Central Washington University and Western Washington University offer special education majors, and EWU needs to offer majors in early childhood special education and special education in order to prepare students to meet the employment needs in this state.

There is a statewide need to increase the number of certified teachers in the areas of early childhood special education. The College of Education has numerous letters of support, available on request, that document this need and encourage EWU to offer this major. These letters are from the Spokane Public Schools, Office of the Superintendent of Public Instruction (OSPI), Educational Service District 101, and the community colleges of Spokane. In fact, OSPI noted in its OPSI Performance Indicators that an “increase [in the] statewide volume of undergraduate degree special education majors” will improve the performance of personnel assigned to special education at the local district level.

The number of staff positions filled with fully certified special education staff in the State of Washington is 95.7%, leaving a shortage of 4.3% within the state. This translates to a need of approximately 1000 teachers. In many cases, emergency certificates are being issued to individuals to cover these positions. These individuals often have very little training in special education to cover the increasing demands of the job. Given the demand for special education teachers and the current shortages of these professionals, Money magazine (1999) has named special education as one of the top five hottest jobs in the country. Eastern Washington University can address this demand by offering majors in special education and early childhood special education that also fulfills the requirements for certification to teach in this state.

**Budget Estimate:**

B.A.E. Early Childhood Special Education

Estimated Costs @ Steady State, 21.3 students per year:

Revenue

Tuition (\$2,700 per FTES)	\$57,510
State Support (\$5,378 per FTES)	<u>\$114,551</u>
Total	\$172,061

Expenditures

Personnel (1.5 FTEF)	\$76,800
Operations	\$12,500
Development	\$2,000
Equipment	<u>\$15,000</u>
Total	\$106,300

Net Total (Revenue - Expenditures) \$65,761

**Delivery Mechanism:**

The undergraduate courses would be taught at various times of the day and evening in Cheney using lecture, discussion, practicums, and laboratories.

**Evaluation:** Program responds to a growing need in schools.

**Recommendation:** Grant pre-approval status.

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**Degree Title:** MS - Recreation

**Date of Implementation:** September 2001

**Location:** Cheney, Washington

**Contact person:** Dr. Neville Hosking, Dean, College of Education and Human Development

**Estimated Enrollments:**

Fall quarter 2001	8
Fall quarter 2002	12
Fall quarter 2003	16

Comparisons may be made to the relatively new M.S. in physical education, which began three years ago with 8 graduate students and now has 38. Recreation student populations are similar in number, and because an accredited master's degree in recreation does not exist in the State of Washington, those numbers should increase rapidly. The estimated enrollments are conservative.

**Statement of Need:**

The proposed master of science in recreation meets a need no other university in the State of Washington provides. Only last year, WSU discontinued its master's and undergraduate recreation program through budget cuts. WSU had 12 students in its program with 9 more ready to enroll this fall. In a recent phone conversation, the former chair of the department, Dr. Edward Udd, commented that he would be very supportive of a program at Eastern and encouraged EWU to pursue the master's in recreation.

CWU recently lost accreditation status for its undergraduate degree, although a combined master's degree in the department of physical education, recreation, and leisure services is still offered. An undergraduate program in recreation exists at WWU, but Western has no desire to offer a master's degree. The U of W has neither an undergraduate nor graduate degree in recreation.

Eastern's recreation program graduates an average of 75 majors per year, and the need for a master's degree is often expressed by students and alumni. RCLS faculty believe that the master of science in recreation is a timely proposal that will meet the needs of not only EWU recreation management, outdoor, and therapeutic recreation alumni, but also others who hope to pursue a master's degree for advancement in the field. Eastern would no longer lose interested students to other universities in other states.

Who needs a master's degree in recreation? Local individuals employed in the following careers have inquired about additional education in recreation. If one considers the entire state as a pool, the numbers rapidly increase.

Director of corporate recreation program, "Body Shop" director, campus intramural director, public park and recreation director, research associate in university setting, Ph.D candidate in recreation administration, campus outdoor program director, wilderness treatment director, outdoor adventure specialist in government service, sport facility manager, resort management, commercial recreation management, director of state hospital, director of rehabilitation at hospital, recreation therapist at major hospitals, county recreation planner, visitor and convention bureau manager.

Before the M.S. in physical education was implemented, 80 PEHR alumni completed a two-page questionnaire that addressed a variety of topics, including "Do you feel there is a need by our department to offer a master's program in the following areas?"

AREAS	"YES" responses
therapeutic recreation	15
outdoor recreation	9
recreation management	18

After implementing the master's degree in PE, the recreation faculty have received approximately 2 - 3 calls each week from alumni regarding other related masters' programs.

A few students who would have been candidates for the new degree have amended their preference to the college instruction or interdisciplinary master's. The majority, however, have pursued their schooling elsewhere. In the past five years, 8 of Eastern's recreation majors have attended Penn State, Temple, Indiana University, University of Missouri and Western Illinois University for advanced degree work.

**Summary:**

The new master of science in recreation will represent a high-quality comprehensive program to study and assist in many demonstrable areas of research such as the need for a healthier lifestyle; concerns related to the demise of the traditional American family and the positive role recreation might play; research in better reaching needs of the physically challenged population; study of the intense needs and problems of today's teens, termed the "at-risk" population; the tremendous emerging role of wellness and health in American businesses, just to name a few.

The public service that could result from students and faculty involved in research and study of these diverse social problems would have far-reaching effects for the population of any community involved. Students completing the degree would be better prepared to face the diverse social needs of the population and would emerge as leaders in their communities.

**Budget Estimate:**

Revenue		
Tuition ( per FTES) \$4,326.00		\$34,608.00
State Support (\$5,378 per FTES)		<u>\$43,024.00</u>
Total		\$77,623.00
Expenditures		
Personnel (0.5 FTEF)		\$21,924.00
Operations		<u>\$12,000.00</u>
Total		\$33,924.00
Net Total (Revenue - Expenditures)		\$43,699.00

**Delivery Mechanism:**

The graduate courses would be taught exclusively as night and/or weekend classes to allow professionals in the field to enroll.

**Evaluation:** A detailed needs assessment should be provided in the program proposal.

**Recommendation:** Grant pre-approval status.

**Degree Title:** BS Exercise Science

**Location:** Cheney

**Start Date:** Fall 2000

**Enrollment:** The curriculum of the degree in exercise science has been an option at Eastern Washington University since 1986. The current director, who has a background in applied exercise science in both corporate and clinical settings, has directed the program since 1991, when the program had 10 majors. Since that time, the number of declared majors in the exercise science option and FTES have increased consistently to the present steady enrollment of 40 to 50 majors. In 1996, the offering of a new health promotion and wellness option caused only a slight decline in the number of exercise science majors.

**Need Statement:** The number of declared majors in the exercise science option has remained stable for many years, indicating ongoing demand for the program. Professional opportunities for exercise science graduates encompass a wide range. The most sought-after positions are those of fitness/wellness coordinators in corporate fitness centers. Since the 1970s, corporations have demanded these positions consistently. New regulations proposed by the Occupational Safety and Health Administration (OSHA) for workplace rules to minimize workplace repetitive-stress injuries will result in an increased demand for ergonomic specialists. Since exercise science is the ideal area in which to offer this specialty, additional review of and changes in Eastern's curriculum probably will be required in the coming years. Hospitals and HMOs also are hiring wellness directors to provide programs for their employees and the clients they serve. In addition, hospitals have programs in cardiac rehabilitation, respiratory therapy, and diabetes intervention that require exercise specialists as part of the staff. Often, physical therapy clinics are hiring exercise specialists to continue the work begun by their rehabilitation specialists. Exercise science majors can also work in fitness centers in YMCAs, YWCAs, city recreation centers, and Jewish community centers. These organizations often serve special population groups such as the elderly or infirm, or they offer more general fitness services in competition with private health clubs. Finally, there will always be a great demand for exercise science majors in health clubs as fitness specialists or managers. Certifications are used in the fitness industry to maintain quality, and one of the most highly sought-after certifications is the Health Fitness Instructor (HFI), which requires that candidates hold four-year exercise science (or equivalent) degrees to sit for the exam. Eastern's exercise science major is designed around the HFI certification exam.

**Delivery Mechanism:** The proposed degree in exercise science will be offered on the Cheney campus and will utilize conventional lecture/laboratory pedagogies. This daytime program will be geared toward Eastern's traditional population of students. The curriculum, 165 credit hours including general education courses, consists of a broad background in anatomy and physiology, kinesiology, and measurement and evaluation. Thirty-two credit hours are specifically related to the field of exercise science, with 15 of those credits specified as internship (400 hours of practical experience).

**Evaluation:** The full proposal should include a detailed needs assessment.

**Recommendation:** Grant pre-approval status

**Western Washington University**

- Degree Title: BA in Biological Psychology  
Location: Bellingham  
Start Date: Pilot courses beginning fall of 2000; degree program beginning fall of 2001.  
Enrollment: Initial enrollment estimate: 8 per year, with maximum of 16 per year.  
Need Statement: The existing BA program in Psychology promotes an understanding of a wide variety of behavioral phenomena and includes courses that may analyze behavior in terms of psychological constructs, cellular interactions, interactions between organisms, or interspecies comparisons. The existing BS program in Biology emphasizes an understanding of biological phenomena at several levels of organization including single cells, single organisms, and whole populations. The proposed interdisciplinary degree program would provide an elegant combination of these two complementary degree programs. The proposed degree program in Biopsychology will integrate the study of the anatomy, physiology, and chemistry of the nervous system with the study of a variety of behavioral phenomena and a variety of animal taxa. This interdisciplinary degree will promote an understanding of the biological bases of behavior from a combination of comparative, ecological, and evolutionary perspectives. The proposed Biopsychology BA degree will prepare students for graduate programs in Biopsychology and related areas such as (1) behavioral neuroscience and neurobiology, (2) comparative psychology and animal behavior, and (3) physiology and related biological sciences. Moreover, with some added planning, these undergraduates will be prepared to enter health-care related programs including medical and dental schools, physical or occupational therapy, or veterinary medicine.  
Funding: Although this new degree program will initially rely upon existing faculty and established courses in the Psychology and Biology Departments, two new faculty positions—one in each department—will be required to meet the curricular demands of the undergraduate and graduate Biopsychology programs as they mature (*for a description of the proposed graduate program, see accompanying proposal*). These faculty will offer courses that have significant laboratory components; thus, two new Teaching Assistantships may also be required to support these new lab courses. These new courses will complement the existing undergraduate programs in Psychology and Biology, and will contribute especially to the proposed interdisciplinary Biopsychology MS degree program.  
Delivery Mechanism: Courses will be taught in a variety of formats including lecture-discussion/classroom, lecture/computer lab, lecture/lab, lab-based, and field-based education. A key component of the undergraduate degree will be an opportunity to conduct original research under the supervision of faculty from the Psychology and Biology departments.  
Evaluation: A detailed needs assessment should be provided in the program proposal.  
Recommendation: Grant pre-approval status.
-

Degree Title:	MS in Biological Psychology
Location:	Bellingham
Start Date:	Pilot courses beginning fall of 2000. Degree beginning fall of 2001. This degree would normally be completed in two years, however we anticipate that some of the existing graduate students in Psychology and Biology may wish to transfer into this interdisciplinary program, thus enabling us to grant the first degrees only one year after initiating the program.
Enrollment:	Initial enrollment estimate: 6 per year, with maximum of 10 per year.
Need Statement:	The current MS program in General Psychology includes courses and research opportunities that focus on a wide variety of behavioral phenomena, utilizing techniques for studying behavior at the level of single cells, single systems, and whole organisms. The current MS degree in Biology emphasizes the use of observational, comparative, and experimental approaches to study biological phenomena at several levels of organization including single cells, whole organisms, and populations. The proposed interdisciplinary MS degree program in Biopsychology would elegantly combine these two complementary degree programs, integrating the study of the anatomy, physiology, and chemistry of the nervous system with the study of a variety of behavioral phenomena to promote an understanding of the biological bases of behavior within a combination of functional, ecological, and evolutionary contexts. The proposed Biopsychology MS degree, as a terminal degree, will provide numerous opportunities in the current job market including positions within biotechnology and pharmaceutical industries, animal care and training professions, and zoological gardens. In addition, MS students seeking further academic training will be prepared for graduate programs in areas such as behavioral neuroscience and neurobiology, comparative psychology, animal behavior, or physiology as well as health-care related programs including medical and dental schools, physical or occupational therapy, or veterinary medicine.
Funding:	Although the proposed degree program in Biopsychology will initially rely upon existing faculty and established courses in the Psychology and Biology Departments, two new faculty positions—one per department—will be required to meet the curricular demands of the undergraduate and graduate Biopsychology programs as they mature ( <i>for a description of the proposed undergraduate program, see accompanying proposal</i> ). These faculty will offer courses that have significant laboratory components; thus, two new Teaching Assistantships may also be required to support these new lab courses. These new courses will complement the existing graduate programs in Psychology and Biology, and will contribute especially to the proposed interdisciplinary Biopsychology BA degree program.
Delivery Mechanism:	Courses will be taught in a variety of formats including lecture-discussion/classroom, lecture/computer lab, lecture/lab, lab-based, and field-based education. A key component of the degree is the completion of a Master's thesis based upon independent and original research that is approved by a thesis committee comprising faculty from the Psychology and Biology Departments and supervised by one of the participating faculty members from these departments.
Evaluation:	A detailed needs assessment should be provided in the program proposal.
Recommendation:	Grant pre-approval status.

- Degree Title: MS in Environmental Biology and Ecology.  
Location: Bellingham  
Start Date: Pilot courses beginning fall of 2000. Degree beginning fall of 2001. This degree would normally be completed in two years, however we anticipate that some of the existing graduate students in Huxley and Biology may wish to transfer into this interdisciplinary program, thus enabling us to grant the first degrees only one year after initiating the program.  
Enrollment: Initial enrollment estimate: 16 per year, with maximum of 24 per year.  
Need Statement: The strength of the existing Huxley College Environmental Science degree is the focus on applied scientific research, wherein students seek solutions to real-world environmental problems. The strength of the Biology degree is the focus on basic scientific research, wherein students seek answers to questions about biological phenomena. The proposed interdisciplinary degree program would provide an elegant combination of these two complementary degree programs. The new degree would have both an applied science focus *and* the additional theoretical and experiential depth in biology and ecology. Although graduate programs in Huxley and Biology are strong, neither graduate program meets the needs of graduate students seeking a degree with a strong integration of applied and basic ecology. The current job market provides many opportunities for students with this type of degree. Potential employers would include environmental consulting firms, state and federal natural resources management agencies, and environmental NGO's.  
Funding: This new degree program will rely heavily upon existing faculty and established courses in Huxley College and the Biology Department. Two new faculty positions will be required to support the creation of new courses that will contribute to the new degree. Each of these new courses will have a significant laboratory and field component and therefore, four new Teaching Assistantships may be required to support these new lab courses. The faculty and TA positions will be evenly divided between Huxley and Biology. These new courses will also augment the existing undergraduate programs in both Huxley and Biology.  
Delivery Mechanism: Courses will be taught in a variety of formats including lecture/classroom, lecture/computer lab, lecture/lab and field-based education. A key component of the degree is the completion of a thesis based on independent and original research on a problem approved by the student's thesis committee, comprising faculty from Huxley College and the Biology Department.  
Evaluation: A detailed needs assessment should be provided in the proposal.  
Recommendation: Grant pre-approval status.
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- Degree Title: BA in Financial Economics  
Location: Bellingham  
Start Date: September 2000-2001 Academic Year  
Enrollment: 20-30 students per academic year. 10-15 graduating students per year.

**Need Statement:** For many of the jobs available to economics and finance students, the requirements are such that students would be better served by taking a combination of work in both disciplines. Careers with a basis in financial economics include corporate financial management, management of financial institutions, and positions with consulting firms. The entry level positions in corporate finance are in the areas of financial analysis and planning, cash and investment management, capital budgeting, credit management, financial risk management and corporate financing strategy. Careers in financial institutions include corporate and personal credit officer, money manager, investment banker, foreign exchange trader, personal financial planner, trust officer, insurance and real estate sales, financial analyst, securities broker and portfolio manager. Careers in the economics area include corporate economics, economic forecasting, and consulting. Many careers in financial economics are to be found in government agencies such as the Federal Reserve Banking system, Securities and Exchange Commission, Justice Department, agencies and commissions involved in the regulation of activities across the spectrum from banking to public utilities, as well as the administration of states governments, cities, counties, ports, universities, colleges, and organized exchanges engaged in providing markets for stocks, options and futures. Professional designations often pursued by financial economists include Certified Public Accountant (CPA), Certified Management Accountant (CMA), Chartered Financial Analyst (CFA), Certificate in Financial Management (CFM), and Certified Financial Planner (CFP). An undergraduate degree in financial economics can provide an excellent base of knowledge and skills from which to launch a rewarding career in any of these directions.

**Funding:** No additional funding required; current faculty from participating departments sufficient for the present offerings; stabilization of full-time faculty in contributing programs desirable.

**Delivery Mechanism:** On-site faculty.

**Evaluation:** A detailed needs assessment should be provided in the program proposal.

**Recommendation:** Grant pre-approval status.

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**Degree Title:** MA in Environmental Education

**Location:** Bellingham -- Huxley College of Environmental Studies, Western Washington University. The two year program will be offered under a memorandum of agreement with the North Cascades Institute of Sedro-Woolley, Washington, and in cooperation with North Cascades National Park. NCI, the National Park Service, and Seattle City Light will open a new North Cascades Environmental Learning Center at Diablo, Washington in spring 2001. Students in this program will spend nine months in residence at this Learning Center.

**Start Date:** Recruitment of student begins fall 2000, first students enter program summer 2001, first graduates of program winter 2003.

**Enrollment:** The program will enroll 12 students in each cohort. The program will require seven quarters of continuous enrollment, so 24 students will be enrolled in overlapping cohorts.

**Need Statement:** Beginning in 1990 an option in the M.Ed. Natural Science/Science Education in environmental education has been offered, but this is intended

for classroom science teachers. In this period, 28 students have completed this program, and six are currently enrolled. Approximately 50 inquiries are received annually, but since the program is not in Huxley College, which houses all of the environmental education faculty, only 3-5 can be accepted. There are no comprehensive environmental education graduate programs in the Pacific Northwest, and demand by students in the region for this level of training will continue to be high.

- Funding:** This program will have two parts. Students will enroll and pay graduate tuition for 48 credits. They will also pay a fee to cover expenses for the three quarters they spend in residence at the North Cascades Environmental Learning Center. The estimate is that the program will require 1.5 FTE faculty per quarter to provide instruction and supervision for the university part of the program. The cost of the North Cascades Institute part of the program will be supported with fees paid directly to the institute, and with supplemental external funding raised by this non-profit organization.
- Delivery Mechanisms:** Classroom instruction, field courses, 9-month internship, coaching, electronic discussion and interaction.
- Evaluation:** A detailed needs assessment should be provided in the program proposal.
- Recommendation:** Grant pre-approval status.
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- Degree Title:** MS in Environmental Chemistry
- Location:** Bellingham - Huxley College and Department of Chemistry, College of Arts and Science.
- Start Date:** Pilot courses beginning fall 2001. Degree beginning fall 2002.
- Enrollment:** 10 to 15 students per year.
- Need Statement:** Western currently offers a cooperative graduate program option administered jointly by Huxley College and the Department of Chemistry. The program provides students with a MS in environmental science with a specialization in environmental chemistry. A formalized MS degree in environmental chemistry will build upon this program. There is a chronic need for post-baccalaureate environmental professionals with strong chemistry backgrounds. Environmental positions are available in research, government and the private sector.
- Funding:** Many of the courses currently offered through either Huxley College or the Department of Chemistry can be applied to the MS degree program in environmental chemistry. It is estimated that laboratory related teaching costs to be around \$25,000 per year. Additional one time equipment costs for environmental laboratories would be approximately \$100,000.
- Delivery Mechanisms:** Courses will be taught in a variety of formats: lecture/classroom, lecture/laboratory and problem-based projects. Laboratory and classroom space is available at Huxley College and the Department of Chemistry.
- Evaluation:** A detailed needs assessment should be provided in the program proposal.
- Recommendation:** Grant pre-approval status.
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- Degree Title:** MA in Environmental Planning
- Location:** Bellingham
- Start Date:** Recruitment of students to begin in fall 2002 with first students entering in fall 2003.
- Enrollment:** Approximately ten students per year.

**Need Statement:** Since 1990, Washington planning agencies have expanded their primary responsibilities beyond land use regulation to include watershed planning, natural resources management, and environmental protection. Legislation such as the Growth Management Act has placed increased demand for environmental expertise on these agencies. A survey conducted by the Huxley Center for Geography and Environmental Social Sciences in fall 1999 indicates that over 90% of responding agencies have experienced demand for new staff in fields of environmental planning and geographic information systems technologies.

**Estimated Cost:** Students in this program will be required to take 45 credits of instruction. Some of this can be drawn from existing graduate offerings, but new courses will be required. We estimate that the program will require 1.5 to 2.0 faculty FTE to mount effectively. Huxley College will request additional faculty resources in its normal budgetary request process. Faculty FTE costs will be approximately \$73,000. Travel for supervision of interns annually is estimated at \$2500, and additional equipment and supplies for studio and laboratory instruction is estimated at \$10,000 per annum.

**Delivery Mechanisms:** Courses will be taught in a variety of formats, including studio, laboratory, classroom, internship, and field instruction. Some use will be made of electronic media.

**Evaluation:** Sufficient preliminary information has been provided on need and employment opportunities.

**Recommendation:** Grant pre-approval status.

**The Evergreen State College**

Degree Title: MA Media Arts  
Start Date: Fall 2002  
Location: Olympia  
Enrollment: 15 students per year, cohort model  
Need Statement: The state of Washington currently offers no graduate program in media production aside from one Masters of Arts in Communications which is a narrower program. In media areas, the draw is to California and New York where major universities enjoy application/admit rates of 2000:150 (UCLA) and 1000:36( New York University, and 500:100 (USC). Interdisciplinary programs like the one we are proposing are very rare and highly competitive. Evergreen has a highly regarded and very competitive undergraduate program in Media Arts which provides a strong base of support for this graduate program though we expect the enrollment for this new degree to be drawn from a national pool. This program strongly supports the Washington economy which has a variety of thriving motion picture and technology industries.  
Funding: \$15,000 FTE new state funds  
Length of Program: Three Years  
Evaluation: There is strong student interest and employer demand for this program.  
Recommendation: Grant pre-approval status

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Degree Title: M Public Administration with an emphasis in Tribal Administration  
Start Date: Fall 2002  
Location: Olympia but intensive schedule  
Enrollment: 15 students every other year, cohort model  
Need Statement: There is a need for a program to educate tribal leaders to assume responsibility for self-governance as many of Washington's tribal governments take over functions previously assumed by the federal Bureau of Indian Affairs. There are more than 35 recognized tribes in Washington state; many are leaders in the national movement towards Indian self-governance. A recent survey by Northwest Indian College documents the need for native Americans in a variety of related areas. Evergreen also has a robust undergraduate program serving more than 150 Native Americans who have expressed interest in graduate work in this area. There is at present no masters program in public administration available in Washington state and very few in the nation as a whole. A distance learning tribal administration program has recently been developed at Portland State University. We intend to collaborate with this program.  
Funding: Estimated Cost and Source of Funding: \$10,250 FTE from new state funds.  
Length of Program: Two Years  
Evaluation: This program meets statewide and Native American needs.  
Recommendation: Grant pre-approval status

**Appendix C**  
**Future Planned Programs (2003-2005)**

<b>Institution</b>	<b>Location</b>	<b>Degree</b>
<b>UW</b>	<b>Seattle</b>	B Design BS Bioengineering BS Electrical Engineering BS Manufacturing Engineering M Design M Nursing M Urban Development and Real Estate MA American Indian Studies MA Communications MS Bioinformatics MS Conservation Biology MS Electrical Engineering MS Information Engineering MS Manufacturing Engineering MS Public Health Genetics D Nursing Science PhD Architecture PhD American Ethnic Studies PhD Bioinformatics PhD Human Genetics PhD Manufacturing Engineering PhD Public Health Genetics PhD Rehabilitation Science
<b>UW</b>	<b>Bothell</b>	BA Applied Mathematics BA Design & Graphics BS Systems Engineering MS Environmental Science
<b>UW</b>	<b>Tacoma</b>	BA Art BA Communication and Journalism BA Human Services BA Information Science BA Psychology BA Public Administration BA Social Work MA Computing & Software Systems MEd Administration MEd Technology
<b>UW</b>	<b>Distance Learning</b>	M Social Work MS Biomedical Health Informatics

<b>Institution</b>	<b>Location</b>	<b>Degree</b>
<b>WSU</b>	<b>Pullman</b>	B Social Work BS Applied Physics MS Applied Physics
<b>WSU</b>	<b>Spokane</b>	MS Biotechnology MS Environmental Science MS Genetic Counseling MS Kinesiology PhD Nursing (ICNE)
<b>WSU</b>	<b>Tri-Cities</b>	BA English MA English
<b>WSU</b>	<b>Vancouver</b>	BA Sociology BS Electrical Engineering BS Engineering Technology BS Geology MA English MA Natural Resource Sciences MS Electrical Engineering MS Physical Science
<b>WSU</b>	<b>Distance Learning</b>	BA History BA Humanities BA Psychology BA Sociology
<b>CWU</b>	<b>Ellensburg</b>	BA Music Therapy
<b>CWU</b>	<b>Lynnwood</b>	BS Electronic Engineering Technology MS Engineering Technology
<b>EWU</b>	<b>Cheney</b>	BA Children's Studies BAE Bilingual Education BAE Middle Years Education
<b>EWU</b>	<b>Spokane</b>	BAB Real Estate BAB Risk Management & Insurance BS Molecular Pharmacology/Toxicology
<b>EWU</b>	<b>West Side</b>	BA Interdisciplinary Studies BA Technology Management
<b>EWU</b>	<b>Columbia Basin</b>	BA Interdisciplinary Studies
<b>TESC</b>	<b>Olympia</b>	MPA Tribal Administration
<b>WWU</b>	<b>Bellingham</b>	BA Dance MA Environmental Planning

**Enrollment Table 1**  
**UW Seattle Headcount Enrollment-Actual vs. Projected**

Degree Title	Approval Date	Actual Enrollment	Projected Enrollment	
		Fall 1999	Initial	Full
BA European Studies	3/95	27	15	50
BS Applied & Comput. Math Sciences	3/97	105	60	160
BS Economics	3/96	50	25	45
MA Women Studies/PhD Women Studies	11/97	2	6	12
M Medical Engineering	8/98	17	20	69
M Occupational Therapy	8/98	18	25	25
MS/PhD Industrial Engineering	4/98	26		
MS/PhD Molecular & Cellular Biology	10/97	85	8	40
Pharm D	6/94	289	72	288
Joint UW/WSU Post-Bac. Pharm D	10/95	64	50	50
PhD Molecular Biotechnology	3/95	11	15	35
PhD Women Studies (see above)	11/97	3	4	12

**Enrollment Table 2**  
**UW Evening Degree Program Headcount Enrollment-Actual vs. Projected**

Degree Title	Approval Date	Actual Enrollment	Projected Enrollment	
		Fall 1999	Initial	Full
BA Humanities	11/94	35	50	60
BA Social Sciences	11/94	84	50	60
MS Construction Management	3/94	51	6	20

**Enrollment Table 3**  
**UW Bothell Headcount Enrollment-Actual vs. Projected**

Degree Title	Approval Date	Actual Enrollment	Projected Enrollment	
		Fall 1999	Initial	Full
BA Business Administration*		294	50	150
BA Liberal Studies*		468		
BS Computing and Software Systems	9/96	259	45	210
BS Nursing*		93	67	96
MEd*		75	70	170
M Nursing	7/95	0**	21	63
M Management	7/98	49	30	75

• Program approved prior to 1994

\*\* Program has not yet been implemented due to need for funding.

**Enrollment Table 4**  
**UW Tacoma Headcount Enrollment-Actual vs. Projected**

Degree Title	Approval Date	Actual Enrollment	Projected Enrollment	
		Fall 1999	Initial	Full
BA Business Administration*		298	85	140
BA Liberal Studies*		723	20	50
BS Nursing*		92	60	73
MEd*		108	70	170 **
M Nursing	7/95	79	13	50
M Social Work	5/98	61	22	66

\*Program approved prior to 1994

\*\* 250 projected for 2010

**Enrollment Table 5**  
**WSU Pullman Headcount Enrollment-Actual vs. Projected**

Degree Title	Approval Date	Actual Enrollment	Projected Enrollment	
		Fall 1999	Initial	Full
B Landscape Architecture	7/95	58	15	130
BA Human Development	7/95	212	250	270
BA Comparative American Cultures	11/94	16	6	20
BA Computer Science	4/99	25	20	80
BA Women Studies	4/98	23	15	50
BS Computer Engineering	4/98	78	60	150
BS Sports Management	7/97	77	25	75
BS Neuroscience	7/97	21	50	175
Joint WSU/UW Post-Bac. Pharm D	10/95	12	50	50
M Agribusiness	9/94	5	3	15
M Nursing/Family Nurse Practitioner	6/94	30	20	50
MA Human Development	7/95	6	5	24
MA Recreation	7/95	3	6	12
Pharm D	6/94	219	72	288

**Enrollment Table 6**  
**WSU Spokane Headcount Enrollment-Actual vs. Projected**

Degree Title	Approval Date	Actual Enrollment	Projected Enrollment	
		Fall 1999	Initial	Full
B Landscape Architecture	7/95	26	10	10
BS Computer Engineering	4/99	2000 Start Date	36	60
M Health Policy & Administration*		26	23	70
M Technology Management	7/98	5	12	45
MA Criminal Justice*		17	10	25
MA Interior Design	5/98	6	3	15
MA Speech & Hearing Science*		60	5	25
MS Architecture	5/98	6	3	15
MS Electrical Engineering*		0	12	12
MS Engineering Management*		10	18	20
MS Human Nutrition*		5	15	25
MS Landscape Architecture		3	6	24
MS Materials Science		Suspended	5	15
MS Mechanical Engineering*		1	5	10
Pharm D*		63	8	8

\*Program approved prior to 1994

**Enrollment Table 7**  
**WSU Tri-Cities Headcount Enrollment-Actual vs. Projected**

Degree Title	Approval Date	Actual Enrollment	Projected Enrollment	
		Fall 1999	Initial	Full
B Science*		35	45	110
BA Business*		150	100	250
BA Computer Science	4/99	25	10	30
BA Humanities*		60	50	100
BA Social Sciences*		145	50	100
BS Chemical Engineering*		Terminated	5	30
BS Computer Science*		60	50	100
BS Electrical Engineering*		40	70	100
BS Environmental Science*		20	20	40
BS Integrated Cropping Systems	6/95	6	20	40
BS Mechanical Engineering*		25	30	40
BS Nursing*		16	20	60
MBA*		65	20	40
M Ed & MA Ed with Ed. Admin. Option*		40	30	50
M Ed with Reading & Language Arts Option*		20	50	75
M Ed with Counseling Option*		40	30	50
MIT*		90	25	25
MA Communications	4/98	11	20	40
MS Biology*		6	10	20
MS Chemical Engineering*		Suspended	10	40
MS Chemistry*		15	5	20
MS Civil Engineering*		Suspended	15	30
MS Computer Science*		15	20	40
MS Electrical Engineering*		25	25	40
MS Engineering Management*		15	30	40
MS Environmental Engineering	7/95	11	15	30
MS Environmental Science*		20	20	30
MS Materials Science*		8	10	25
MS Mechanical Engineering*		9	20	30

\*Programs approved prior to 1994

**Enrollment Table 8**  
**WSU Vancouver Headcount Enrollment-Actual vs. Projected**

Degree Title	Approval Date	Actual Enrollment	Projected Enrollment	
		Fall 1999	Initial	Full
BA Business*		252	100	400
BA Computer Science	4/99	18	10	30
BA English	6/96	46	15	25
BA Human Development	6/97	139	20	57
BA Humanities*		63	30	150
BA Public Affairs	7/98	24	46	62
BA Social Sciences*		188	107	350
BS Biology	6/96	23	20	60
BS Computer Science	4/99	0	30	90
BS Environmental Science	6/96	13	12	40
BS Manufacturing Engineering	5/98	24	25	75
BS Natural Resource Science	12/98	3	16	46
BS Nursing*		31	25	60
BS Psychology*		101	50	150

MBA*		<b>95</b>	30	60
M Ed Elementary Education Option*		<b>76</b>	25	50
M Ed/MA Ed Education Administration Option*		<b>15</b>	25	50
MIT*		<b>60</b>	25	50
M Nursing*		<b>54</b>	13	49
M Public Affairs*		<b>31</b>	21	42
M Engineering Management*		<b>32</b>	15	50
M Technology Management	7/98	<b>8</b>	12	45

\*Program approved prior to 1994

**Enrollment Table 9  
WSU Off-Campus Headcount Enrollment**

Degree Title	Approval Date	Actual Enrollment Fall 1999	Projected Enrollment Initial	Projected Enrollment Full
<b>Extended Degree Programs</b>				
BA Business	7/98	<b>27</b>	60	480
BA Criminal Justice	2/99	<b>10</b>	140	320
BA Human Development	5/98	<b>19</b>	79	117
BA Social Sciences	3/95	<b>559</b>	50	420
BS Agriculture	7/99	<b>51</b>	30	85
<b>Off-Campus Degree Programs</b>				
B Hotel & Restaurant Adm. (Brig, Switzerland)*		<b>32</b>	20	35
BA Education (Grays Harbor)	2/99	<b>26</b>	25	25
BS Nursing (Wenatchee)*		<b>Cohort Completed</b>	12	40
M Engineering Management (Boeing)*		<b>118</b>	50	100
M Nursing	7/97	<b>26</b>	10	23

\* Program approved prior to 1994

**Enrollment Table 10  
CWU Headcount Enrollment-Actual vs. Projected**

Degree Title	Approval Date	Actual Enrollment Fall 1999	Projected Enrolment Initial	Projected Enrolment Full
<b>Ellensburg Degree Programs</b>				
B Fine Arts	10/98	<b>9</b>	30	80
BA Asian Studies	10/98	<b>0</b>	10	25
BM Music Business	7/95	<b>9</b>	10	30
BS Primate Studies	10/98	<b>24</b>	10	25
MS Geology	7/95	<b>11</b>	5	20
MA Theater Production	12/96	<b>4</b>	7	10
<b>Off-Campus Degree Programs</b>				
BA Elem. Ed./TESL (Wenatchee)	9/99	<b>17</b>	30	30
BS Community Health/Chemical Dependency (Steilacoom, Sea Tac, Wenatchee, Yakima)	9/99	<b>27</b>	30	40
BS Business Education (Sea Tac)	1/96	<b>3</b>		
M Ed Bus. & Marketing Ed. (Sea Tac)	7/99	<b>0</b>	11	16
MS Organization Development (Sea Tac)	7/97	<b>20</b>	30	48
MS Phys. Ed., Health Ed. & Leisure Serv./ Addictionology (Steilacoom )	9/97	<b>13</b>	20	30

**Enrollment Table 11**  
**EWU Headcount Enrollment-Actual vs. Projected**

Degree Title	Approval Date	Actual Enrollment Fall 1999	Projected Enrollment	
			Initial	Full
<b>Cheney Degree Programs</b>				
BOT	12/98	<b>2000 Start Date</b>	25	50
<b>Off-Campus Degree Programs</b>				
BA Interdisciplinary Studies/Org. Leadership (Liberty Lake, Walla Walla)	12/98	<b>35</b>	25	25
BS Dental Hygiene (Clark College)	5/98	<b>34</b>	20	25
BS Tech./Applied Tech. (Walla Walla CC)	7/97	<b>10</b>	7	20
MSW (Spokane)*		<b>99</b>	35	35
MSW (Toppenish)	5/94	<b>Cohort Completed</b>	25	45
MSW (Everett)	10/98	<b>48</b>	45	45
M Physical Therapy	10/94	<b>91</b>	30	60
M Ed C& I/ Ed. Adm. (Umatilla, OR)	12/97	<b>Cohort Completed</b>	23	23
M Ed C & I/Ed. Adm. (Moses Lake)	2/98	<b>Cohort Completed</b>	25	25
M Ed Elementary Education (Kent)	4/99	<b>2000 Start Date</b>	30	30
MS Psychology/Clinical (Spokane)	3/97	<b>Cohort Completed</b>	12	12
MS Physical Education	10/96	<b>39</b>	12	20

*\*Program approved prior to 1994*

**Enrollment Table 12**  
**TESC Headcount Enrollment-Actual vs. Projected**

Degree Title	Approval Date	Actual Enrollment Fall 1999	Projected Enrollment	
			Initial	Full
<b>Off-Campus Degree Programs</b>				
BA Community-Determined Nat. Amer. Studies (Reservations Statewide)	4/99	<b>49</b>	55	55
BA Liberal Arts (Grays Harbor)	10/97	<b>25</b>	25	25
MIT (Tacoma)	4/94	<b>Cohort Completed</b>	30	30

**Enrollment Table 13**  
**WWU Headcount Enrollment-Actual vs. Projected**

Degree Title	Approval Date	Actual Enrollment Fall 1999	Projected Enrollment	
			Initial	Full
<b>Bellingham Degree Programs</b>				
BA General Studies	4/96	<b>102</b>	150	200
BA Mathematics	1/97	<b>4</b>	5	10
BA Philosophy, Poli. Sci., & Economics	7/95	<b>9</b>	3	20
BS Manufacturing Management*		<b>12</b>	2	10
<b>Off-Campus Degree Programs</b>				
BA Ed./Child Dev. (Silverdale)	10/98	<b>85</b>	30	90
BA Human Services (Cybersite)	10/99	<b>83</b>	38	150
BA Special Education (Seattle)	6/95	<b>54</b>	25	25
BA Environmental Policy (Port Angeles)*		<b>10</b>	18	20
BS Environmental Studies (Port Angeles)*		<b>10</b>	18	20
MA Rehabilitation Counseling	12/98	<b>7</b>	20	30
M Ed School Adm. (Silverdale)	9/98	<b>0</b>	25	35

*\*Program approved prior to 1994*

**Appendix E**  
**Existing Program Reviews**  
**1997-1999**

<b>Institution</b>	<b>Program</b>
<b>UW</b>	Department of Classics Department of Comparative Medicine Department of Environmental Health Jackson School of International Studies Interdisciplinary Near & Middle Eastern Studies Program Interdisciplinary Graduate Program in Nutritional Sciences School of Business Administration UW Tacoma Education Program Interdisciplinary Urban Design & Planning Department of American Ethnic Studies Department of Geography Department of Rehabilitation Medicine Department of Chemical Engineering Department of Pathobiology School of Art: Division of Art, Art History, and Design Department of Germanics Department of Statistics
<b>WSU</b>	Mechanical & Materials Engineering Plant Pathology Nursing Plant Physiology Chemical Engineering Botany Accounting Foreign Languages & Literatures Business Administration Materials Science Biology Geology
<b>CWU</b>	BS Electronics Engineering Technology BS Mechanical Engineering Technology Construction Management Graduate Program School Psychology Business Programs Teacher Preparation Programs

<b>Institution</b>	<b>Program</b>
<b>EWU</b>	History Art Music Interdisciplinary Studies Business Theatre
<b>TESC</b>	Tacoma Expressive Arts Scientific Inquiry Culture, Text, & Language Environmental Studies Center for Native American & World Indigenous Studies Master in Teaching Social Science Master of Public Instruction
<b>WWU</b>	Department of Biology Department of Political Science Department of Economics Department of Chemistry Department of Sociology Department of English Department of Special Education

# MINIMUM COLLEGE ADMISSIONS STANDARDS IN SCIENCE

## Proposed Competency-based Standards

March 2000

### EXECUTIVE SUMMARY

#### BACKGROUND

State law [RCW 28B.80.350] requires the Higher Education Coordinating Board to set minimum admissions standards for public baccalaureate institutions. In 1994, in response to K-12 education reform implemented in House Bill 1209, the Legislature directed the HECB to develop a competency-based admissions system for public higher education institutions.

In 1995, the HECB convened an Admissions Standards Action Committee (ASAC) to begin the process of translating current admissions standards into competency-based admissions standards. In 1997 the HECB approved competency-based admissions standards for English, world languages, and mathematics. These standards have been created by using and, as necessary, adding to the Essential Academic Learning Requirements (i.e., post-Certificate of Mastery). To date, the adopted competency-based admissions standards *have not raised minimum admissions standards.*

#### REPORT DRAFT RECOMMENDATIONS

The Board considered initial recommendations regarding minimum admissions standards in science at the January Board meeting. This report recommends the following:

(1) that the HECB approve the proposed competency-based minimum admissions standards in science (Appendix 1); and

(2) that the HECB raise the current minimum admissions standards in science from two years of science, to two years of *laboratory* science, including one year of algebra-based biology, chemistry, or physics (or its equivalent). The new science standards would be aligned with the Certificate of Mastery calendar and would be required for the graduating class of 2010.

**Why higher standards in science?** In 1998, the Commission on Student Learning approved science standards for the Certificate of Mastery. The so-called “Benchmark 3 Standards” exceeded current minimum science standards — both those required for high school graduation and for admission to college. Subsequently two actions occurred:

(1) The HECB convened high school and postsecondary faculty to begin crafting post-Certificate of Mastery standards that would align with current minimum admissions standards. During those discussions, faculty agreed that the current minimum standards do not prepare students for college-level science, and recommended raising college admissions standards to include algebra-based science coursework as preparation for postsecondary work.

(2) The State Board of Education adopted a new policy requiring Certificate of Mastery for graduation from high school, including the new higher science standards. *Admission requirements at five of six public baccalaureate institutions include a high school diploma. The sixth institution, while not requiring high school diploma, does not waive any of the core course requirements.*

# MINIMUM COLLEGE ADMISSIONS STANDARDS IN SCIENCE

## Proposed Competency-based Standards

March 2000

### PURPOSE

The purpose of the Competency-based Admissions Standards Project is to create a college admissions process that is consistent with public K-12 education reform efforts, and to ensure that the admissions process for public colleges and universities is accessible to all students, regardless of how they prepare for postsecondary education.

### BACKGROUND

The Higher Education Coordinating Board (HECB) is required by law to establish *minimum* requirements for admission to Washington's public baccalaureate institutions [RCW 28B.80.350]. The HECB adopted current admissions standards in 1987; this policy was fully implemented for students entering fall term 1992. The policy describes minimum high school "core requirements" in terms of years of study. Minimum admission criteria currently include grade-point average, pre-college test scores (SAT/ACT), and a distribution of core-course requirements.

Current standards, however, do not align with education reform as described in the Education Reform Act of 1993 [RCW 28A.630.883]. It outlined an education structure that no longer would rely on traditional Carnegie units (seat time) as the measure to determine completion of basic education. The new law established the Commission on Student Learning to perform the following duties:

- identify knowledge and skills all public school students need to know and be able to do;
- develop a student assessment and accountability system;
- develop a Certificate of Mastery as part of the new assessment system;
- develop a performance-based education system;
- develop recommendations for consideration by the HECB for adopting college entrance requirements that are consistent with the essential learning requirements and Certificate of Mastery.

This final directive intersected with HECB statutory authority to establish minimum admissions standards.

### Legislative Direction to the HECB for Competency-based Admissions Standards

In 1994, in response to K-12 education reform implemented in House Bill 1209, the Legislature directed the HECB to develop a competency-based admissions system for public baccalaureate institutions.

In 1995, the Higher Education Coordinating Board (HECB) convened an Admissions Standards Action Committee (ASAC) that included representatives of K-12 education, vocational education, all six public baccalaureate institutions, independent institutions, community colleges, parents, and students to guide the process of developing new standards. ASAC was charged to complete the following tasks:

- **Examine** the standards under which students gain entrance into a public baccalaureate institution;
- **Translate** the current standards from “seat-time” into terms of mastery;
- **Identify** how those translated standards will be measured and reported; and
- **Facilitate** a smooth transition to higher education for students.

The ASAC drafted competency-based admissions standards in English, mathematics, world languages, science, social science, and art as a translation of the current standards; they do not increase minimum admissions standards. Each of the subject area standards derive from the Essential Academic Learning Requirements (EALRs), which the Commission on Student Learning (CSL) created.

The HECB approved the draft competency-based admissions standards in English, mathematics, and world languages in June 1997. These standards align with the reading, writing, communication, and mathematics EALRs that were approved by CSL. The Board also approved requiring the Certificate of Mastery of all students graduating from public high schools beginning in 2010. In January 2000, the State Board of Education approved requiring Certificate of Mastery as a high school graduation requirement beginning with the 2007-08 academic year (2010 for science).

### **Pilot Testing New Admissions Standards**

The HECB has created a student follow-up system to compare the college performance of college students admitted under current and new standards. The phase for testing a competency-based system has been initiated at Selah, Mountlake Terrace, and Lake Washington high schools (Kamiakin High School was added in year two; Olympia High School in year three). State funds and two grants from the Fund for the Improvement of Post-Secondary Education (FIPSE) have supported the project.

### **SCIENCE STANDARDS**

Initial recommendations regarding minimum admissions standards in science were presented to the Board for information at the January Board meeting. This report recommends:

1. that the HECB approve the proposed competency-based minimum admissions standards in science (Appendix 1); and
2. that the HECB raise the current minimum admissions standards in science from two years of science to two years of *laboratory* science, including one year of algebra-based biology, chemistry, or physics (or its equivalent). Although the current minimum admissions standard in science is also two years, one year may be satisfied with any general science and one full year must be satisfied with a laboratory science such as basic principles of biology, chemistry, physics, or applied physics. The new science standards would be aligned with the Certificate of Mastery calendar and would be required for the graduating class of 2010.

**TABLE 1: Proposed Changes Minimum Admissions Standards in Science**

<i><b>Current Minimum Standards</b></i>	<i><b>Current CSL Standards</b></i>	<i><b>Proposed Changes to Current Minimum Standards</b></i>	<i><b>Proposed Competency-based Standards</b></i>
2 years (to include ☺)  1 year laboratory science (e.g., biology, chemistry, or physics)	<u>Essential Academic Learning Requirements through Benchmark 3</u>	2 years of laboratory science (to include ☺)  1 year of algebra-based laboratory biology, physics, or chemistry (or its equivalent)	<u>Essential Academic Requirements through Benchmark 3 (plus)</u> <b>ability to:</b>  use mathematical principles described in <u>Competency-based Admissions Standards: Additional Minimum Admissions Requirements in Mathematics</u> to represent and interpret scientific concepts;  use mathematical principles described in <u>Competency-based Admissions Standards: Additional Minimum Admissions Requirements in Mathematics</u> while engaged in scientific activities;  use representational-tools other than algebra (e.g. vectors, light rays, etc.)

In 1998, The Commission on Student Learning approved science standards for Certificate of Mastery; the so-called “Benchmark 3 standards” exceeded current minimum standards. In response to the Commission’s work, HECB staff convened high school and postsecondary faculty to begin crafting post-Certificate of Mastery standards that align with current minimum admissions standards. In addition, discussions with science and mathematics faculty revealed that the current minimum standards do not prepare students for college-level science, and exposed the need to include algebra-based science coursework as preparation for postsecondary work in introductory-level science courses.

HECB staff reviewed the faculty recommendations and consulted with several high schools and baccalaureate institutions about the implications of raising minimum science standards. High schools agreed that the changes could be accommodated with sufficient lead-time (4 years). Western Washington University has had a similar minimum admissions standard in science since 1992 with no evidence of declining applications.

**Timeline for Adoption of New Standards.** The science standards would be aligned with the Certificate of Mastery calendar and would be required for the graduating class of 2010. If the State Board of Education determines that Washington Assessment of Student Learning is not valid or reliable and extends the statewide implementation date, the science standards would be aligned with the rescheduled implementation date.

**RESOLUTION 00-11**

WHEREAS, The Higher Education Coordinating Board recognizes its responsibilities in helping establish and maintain high standards in education for all students at all grade levels in Washington; and

WHEREAS, The Higher Education Coordinating Board is concerned with the issue of student readiness for college-level work; and

WHEREAS, RCW 28A.630.883, The Education Reform Act of 1993, outlines an education structure that no longer relies on traditional Carnegie units (seat time) as the measure to determine completion of basic education; and

WHEREAS, The Higher Education Coordinating Board is required by law to establish *minimum* requirements for admission to Washington's public baccalaureate institutions (RCW 28B.80.350);

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the Admissions Standards Action Committee's recommendations for competency-based minimum admissions standards for science; and

WHEREAS, The competency-based admissions standards are intended to be a translation of the current minimum standards; and

WHEREAS, The new Benchmark 3 standards exceed the current two years of science (including 1 year of laboratory science) minimum admissions standards for science; and

WHEREAS, Science and mathematics faculty agreed that the current minimum admissions standards are not adequately preparing students for college-level study in science because they do not include algebra-based science coursework as preparation for postsecondary work in introductory-level science courses for science;

BE IT FURTHER RESOLVED, That the Higher Education Coordinating Board adopts the Admissions Standards Action Committee's recommendation to raise the current minimum admissions standards for science to two years of laboratory science, including one year of algebra-based biology, chemistry, or physics (or its equivalent) beginning with the high school graduating class of 2010.

Adopted:

March 30, 2000

Attest:

\_\_\_\_\_  
Bob Craves, Chair

\_\_\_\_\_  
David Shaw, Secretary

## **MASTER IN EDUCATION REIMBURSEMENT PROGRAM**

### **Adoption of Rules**

*March 2000*

### **EXECUTIVE SUMMARY**

The Legislature provided two million dollars in the 1999-2001 Operating Budget for a program to reimburse public K-12 school teachers who attain a master's degree in education. The budget directs the Board to develop program rules and to administer the program. The Legislature has indicated that it considers this program to be a pilot project.

The proposed permanent rules were filed with the Code Reviser on February 5, 2000. Considerable written public comment has been received since that time. In addition, a public hearing on proposed permanent rules will be held on March 21, 2000. The Board has previously adopted emergency rules for the program.

### **BACKGROUND**

The authorizing statute requires that the eligible applicant meet the following criteria:

- A. Did not possess a master's degree prior to June 30, 1999;
- B. Receives either a master's degree in education after June 30, 1999, and before July 1, 2001, from an accredited Washington college or university, and
- C. Is currently teaching in one of the state's public elementary, middle, or secondary schools, or has a contract to teach in one of those schools for the 2000 – 2001 academic year.

The authorizing statute also requires that the Board give priority to eligible applicants who possess a teaching credential in math or science.

In developing the proposed permanent rules staff applied the following interpretations after consultation with the Legislature:

1. The definition of a "Master in Education" degree is meant to include a Master in Teaching degree, but not degrees in other subjects.
2. The definition of "Washington institution" is meant to include the branch campuses of out-of-state schools that physically deliver classroom instruction within the state. This does not include distance education coursework delivered by out-of-state institutions.
3. "Math or science credential" means an applicant who possesses an endorsement conferred by the Office of the Superintendent of Public Instruction in either math, science, biology, chemistry, earth science, or physics, or individuals who possess either a major or minor in one of these areas.

After consultation with the Legislature the Board proposes to meet the priority for service to math- or science-credentialed individuals by providing a reimbursements of \$3,000 per person, before serving other eligible applicants. The reimbursement will be prorated if more priority

applicants apply than there are available funds. If monies remain after the priority group has been reimbursed, the funds will be prorated among all other eligible applicants.

In addition, the Board has previously recommended that the amount of reimbursement from this program be reduced by the amount of reimbursement from public funds that the applicant has received from other sources, such as his or her school district.

## COMMENTS AND TESTIMONY

Copies of the verbatim comments and testimony have been delivered to each Board member. A copy is also available for inspection by the general public. Most comments request changes to program requirements that are mandated by the authorizing statute, over which the Board has no discretion. Following are examples of such requests:

1. Assign priorities for teachers in other areas such as special education, elementary education, English, and others.
2. Permit reimbursement for master's degrees earned in areas other than education, but which are related to their classroom teaching assignments.
3. Permit reimbursement for individuals who earned their master's degree before the enactment of the program.
4. Permit reimbursement for master of education degrees earned while attending an out-of-state institution.

In each case however, the authorizing statute is clear that the priority is for math- or science-credentialed teachers, that the degree must be a master in education, and that the degree must be earned in a Washington institution. The Board, therefore, does not have discretion in the matter.

After consultation with the Legislature, however, staff believes that the definition of a Washington institution was meant to include the branch campuses of out-of-state colleges who physically deliver classroom instruction to citizens within Washington. Therefore, staff recommend that the definition of Washington institution be amended to include such schools.

Many comments request that the Board permit reimbursement for master's degrees earned at non-Washington institutions that offer degree programs through distance education coursework. By definition, non-Washington institutions offering distance education coursework do not have a physical classroom presence within the state and therefore can not be considered Washington institutions. Others requested clarification of the rate at which the applicant must be teaching in order to qualify for the reimbursement. Staff proposes that the Board amend the rules to recognize teaching contracts that are at least half-time or greater.

Some comments request that the Board not reduce the potential reimbursement for individuals who receive reimbursement through their school districts. This testimony argues that reimbursement from a school district is a benefit negotiated by the local teachers, and that the Board should recognize that the costs of a master's degree is far greater than what any teacher would likely receive in reimbursements from all sources combined. The Board recognizes the great expense of graduate degree programs. However, many teachers have no other opportunity to mitigate the expense of obtaining a master's degree. Staff recommend that the Board not change its policy in this matter.

Other testimony suggests that the Board set aside a portion of the program's funds for elementary school teachers. Elementary school teachers often instruct students in math and science, but are unlikely to obtain a math or science endorsement. After consultation with the Legislature, staff recommends that funds not be set aside for any special group of recipients.

Finally, some testimony requests that the Board clarify whether the purpose of the program is to support teachers, improve teaching, or support Washington colleges and universities. The testimony suggests that the program might be better focused if such a purpose is articulated. Staff recommend that the Board not attempt to define the program's purpose beyond that articulated in the authorizing statute. Such purpose statements are the province of the Legislature itself.

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### **BOARD ACTION**

Following are recommended actions for the establishment of rules for the Master in Education Reimbursement Program:

- 1) The proposed rules with two technical clarifications as described in Resolution 00-09 are recommended for adoption.
- 2) The verbatim comments and testimony will be conveyed to the Legislature for use in the 2001 Session, as it reconsiders the program.

**RESOLUTION NO. 00-09**

WHEREAS, The 1999 Washington State Legislature authorized the Master in Education reimbursement Program in section 611 (3), Chapter 309, Laws of 1999; and

WHEREAS, The Legislature authorized the Board to adopt rules for the program; and

WHEREAS, Emergency rules are currently in effect for this program; and

WHEREAS, The Board published, through the Code Reviser, a Pre-proposal Statement of Inquiry on December 22, 1999, and filed the proposed permanent rules on February 5, 2000; and

WHEREAS, The Board received testimony at the public hearing held on March 21,2000, and received written comment through the close of business on March 21, 2000; and

WHEREAS, The public comments request clarification of what constitutes a Washington institution; and

WHEREAS, The public comments request that less than full-time teachers be considered for the reimbursement; and

WHEREAS, Other testimony and comments request changes to the program that are required by statute and not within the Board's discretion to modify;

THEREFORE, BE IT RESOLVED, That the Board adopt the Master in Education rules, Washington Administrative Code 250-81, with the following changes:

**WAC 250-81-020 Definitions** (6) "Institution of higher education" means an accredited public or private college or university offering graduate degree coursework in the state of Washington including the branch campuses of out-of-state institutions which have a physical classroom presence within the state of Washington

**WAC 250-81-020 Definitions** (4)(c) Is teaching in one of the state's public elementary, middle, or secondary schools or has a contract to teach in one of those schools for the next academic year, at a rate of half-time or greater.

BE IT FURTHER RESOLVED, That the Board convey the complete text of public comments and testimony to the Legislature for use in the 2001 Legislative Session as it considers changes to the pilot program.

Adopted:

March 30, 2000

Attest:

\_\_\_\_\_  
Bob Craves, Chair

\_\_\_\_\_  
Gay Selby, Vice Chair

# **WASHINGTON SCHOLARS PROGRAM**

## **Adoption of Rules**

*March 2000*

### **EXECUTIVE SUMMARY**

#### **BACKGROUND**

The Legislature established the Washington Scholars program in 1981 to (1) recognize the accomplishments of three high schools seniors from each legislative district; (2) encourage privately-funded scholarship awards; and (3) stimulate recruitment of outstanding students to Washington public and independent colleges and universities.

In 1999, the Legislature modified the Washington Scholars program to include the identification of one alternate from each legislative district, in addition to the three Washington Scholars. The addition of alternate scholars necessitates the imposition of attendance requirements on award recipients, starting with the graduating class of 2000. If a scholar fails to indicate in a timely manner that he or she will enroll in a Washington institution beginning in the fall term, or fails to maintain a continuous enrollment during the first academic year, then the award is forfeited to the alternate.

The proposed rules incorporate the operating procedures for monitoring attendance, naming alternates, and transferring the forfeited award to an alternate. The proposed rules also permit the HECB to make exceptions to the attendance requirements based on exceptional mitigating circumstances of individual scholars. The proposed rules also make several technical changes in the organization of the rules to provide greater clarity.

#### **BOARD ACTION**

The Board is requested to adopt without change the proposed rules as presented in Resolution 00-07.

**RESOLUTION NO. 00-07**

WHEREAS, The Washington State Legislature, through Second Substitute Bill 1661, Chapter 159, Laws of 1999, made certain changes to the Washington Scholars program; and

WHEREAS, The legislative changes impose new attendance requirements on scholars selected to the program beginning with the graduating class of 2000; and

WHEREAS, The legislative changes require the forfeiture of the award for scholars who do not fulfill the attendance requirements and the transfer of the scholarship to an alternate candidate; and

WHEREAS, The Board proposed certain technical changes for improved clarity; and

WHEREAS, The Board filed, through the Code Reviser, the Pre-proposal Notice of Inquiry on October 4, 1999, and the proposed rules on December 22, 1999; and

WHEREAS, The Board held a public hearing on February 16, 2000, and accepted written comments through March 3, 2000; and,

WHEREAS, No testimony was received at the public hearing, nor have written comments been received by the Board; and

WHEREAS, The Legislature authorized the Board to adopt rules for the program;

THEREFORE, BE IT RESOLVED, That the Board adopt, without change, amended rules for the Washington Scholars program, Washington Administrative Code 250-66-020 through 250-66-050.

Adopted:

March 30, 2000

Attest:

\_\_\_\_\_  
Bob Craves, Chair

\_\_\_\_\_  
Gay Selby, Vice Chair

# **WASHINGTON PROMISE SCHOLARSHIP PROGRAM**

## **Adoption of Rules**

*March 2000*

### **EXECUTIVE SUMMARY**

#### **BACKGROUND**

In 1999 the Legislature and Governor created the Washington Promise Scholarship, whose value is equal to about two years of community college tuition. The program is available to the top graduates of Washington public and private high schools, whose income is no greater than 135 percent of median family income (about \$77,600 per year for a family of four).

The Board has conducted the following rule-making process for the Washington Promise Scholarship:

- September 15, 1999, HECB adopted emergency rules to operate the program.
- October 4, 1999, HECB filed a "Pre-proposal Notice of Inquiry" with the Code Reviser.
- December 22, 1999, HECB filed proposed rules.
- January 27, 2000, HECB extended emergency rules.
- February 16, 2000, HECB held a public hearing, and accepted written comments until March 3, 2000.

No public testimony or written comments have been received by the Board.

#### **BOARD ACTION**

The Board is requested to adopt without change the proposed rules as presented in Resolution 00-08

**RESOLUTION NO. 00-08**

WHEREAS, In 1999, Washington State Legislature authorized the Washington Promise Scholarship Program in section 611 (6), Chapter 309, Laws of 1999; and

WHEREAS, The Legislature authorized the Board to adopt rules for the program; and

WHEREAS, Emergency rules are currently in effect for this program; and

WHEREAS, The Board filed, through the Code Reviser, a Preproposal Statement of Inquiry on October 4, 1999, and filed the proposed permanent rules on December 22, 1999; and

WHEREAS, The Board held a public hearing on the proposed rules on February 16, 2000, and accepted written comments through March 3, 2000; and

WHEREAS, No testimony was received at the public hearing, nor have written comments been received by the Board;

THEREFORE, BE IT RESOLVED, That the Board adopt without change the Washington Promise Scholarship rules, Washington Administrative Code 250-80-010 through 250-80-100.

Adopted:

March 30, 2000

Attest:

\_\_\_\_\_  
Bob Craves, Chair

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Gay Selby, Vice Chair