



PROPOSAL FOR COMBINED PULLMAN/SPOKANE DEGREE PROGRAMS

Degree Titles: Master in Teaching; Master of Education; Master of Arts in Education

CIP Codes: 13.0101

Departments: Teaching and Learning; Educational Leadership and Counseling Psychology

College: College of Education

Contact Name: Joan Kingrey - WSUS **email:** kingrey@wsu.edu
Judy Mitchell - Dean, COE judym@wsu.edu
Brian Pitcher - Chancellor, WSUS
bpitcher@wsu.edu

DESCRIPTION AND RATIONALE

Description of the model. The practice of offering a single program as a combined Pullman/Spokane program has been in place at WSUS since its inception: e.g., the design disciplines, the joint WSU/EWU graduate program in speech and hearing sciences, and pharmacy programs. The College of Education has always embraced the concept of combined Pullman/Spokane programs. For example, the principal's certification program -- administratively based at WSUS -- has served a cohort of regional candidates since its inception in 1999, with at least half of the students also completing a master's program at locations where the masters is offered. Likewise, the superintendent's certification program has served a statewide cohort since it began in 1996. That program was initiated at WSUP, with students enrolling from Spokane, Tri-Cities, and Vancouver. Because the majority of students enrolled through the Spokane campus, the administration of the program was moved to WSUS in 2001.

Similar to these programs, the Master in Teaching has served joint cohorts of Pullman/Spokane students since 2000. Fifteen students are admitted at each campus and this cohort of thirty students take their classes together throughout the program, completing internships in schools in both communities.

In all of these programs of study, a blend of Pullman and Spokane faculty teach the coursework, sometimes in face-to-face settings and at other times via Academic Media Services (AMS). Students take coursework at both Pullman and Spokane and faculty travel between the campuses, as well, to deliver classes. As such, the MIT, Ed.M, and M.A. are dependent on combined faculty who already teach at both campuses for program delivery. In the case of the statewide Doctor of Education, the faculty at all four campuses are engaged in the delivery of the program.

The 2004 Legislature removed Spokane from the RCW governing branch campuses. This means that WSU is authorized to develop Pullman and Spokane as one campus with an integrated vision. Further, the Pullman and Spokane enrollment targets are now combined, and there is no longer a statutory or regulatory requirement to separately account for and report WSU Spokane expenditures.

Rationale for combined Pullman/Spokane degrees

- a. **Placebound access.** At the graduate level, the majority of education students are working professionals who enroll as part-time students in certification and related degree programs. Combined WSU Spokane/Pullman programs provide access for placebound students and allow students to continue in their professional careers while enrolled as graduate students. They foster WSU's responsiveness to regional, state, and national needs through coordinated outreach from both campuses.
- b. **Efficiencies in resource utilization.** Resource utilization and efficiencies are optimized with this model -- particularly in regard to the faculty and staff resources necessary to support these programs. Enrollment distribution and program demand can be evaluated across both sites, and students benefit from access to the combined teaching faculty. In addition, program limitations when delivered from only one location are eliminated. For example, the Pullman location does not offer enough internship placements for a cohort of MIT students. By combining with Spokane, internship placement opportunities are increased significantly and are sufficient to handle the number of students in each cohort. Similarly, this model provides a mechanism to establish critical mass by combining smaller groups of students at each location into one class.
- c. **COE Faculty and Students support combining Pullman/Spokane programs.** The College of Education embraces the model as a means of successful delivery of world-class professional degree programs for educators. This has been demonstrated over the years through such things as common scheduling of classes and surface travel between campuses by students and faculty alike. These programs in education are well-respected because they fully utilize the scholarship,

experience, and field-based connections of the combined Pullman/Spokane faculty. This approach augments enrollments on both campuses, enhances the student experience, and serves the needs of already enrolled students.

NEEDS ASSESSMENT

Since 1990, enrollment through WSU Spokane's education programs has grown from 4.4 FTE to 115.97 FTE in fall, 2006. Undergraduate student teachers have been assigned to Spokane internships since 1996; administration of the superintendent's program has been at WSUS since 1996; the principal's certificate program began in 1999 at WSUS; and the Pullman MIT program began enrolling students in Spokane in 2000.

The MIT enrollment grew from 2.6 Spokane FTEs at its inception to 12 Spokane FTEs within one year. FTEs at WSUS in the Pullman MIT program have remained steady over the years, with continued potential for enrollment growth, particularly as Spokane/Pullman develops certification and endorsement programs for math and science teachers, an area of severe teacher shortage. Additionally, the educational administration FTE's are anticipated to continue to expand, particularly as more and more individuals with superintendent certification pursue the Doctor of Education. These enrollment numbers contribute significantly to the now combined Pullman/Spokane enrollment targets.

College of Education programs have become known for the strong network of educators that is established through combined cohorts of students. Combining programs and faculty serves the changing demographics of students, capitalizes on the scholarship strengths of the faculty and creates a wider geographical arena for student internships in professional settings. It also improves job placement opportunities for candidates by offering a more expansive cross-section of school districts throughout eastern Washington. It is important to note that these programs in the College of Education are addressing significant shortages in the state and nation in impacted areas: math and science teachers; high school principals; superintendents; and school psychologists. Not only is there a need now for these professional educators, but employment opportunities for WSU graduates in these areas are projected to continue to grow.

CURRICULUM

The curriculum for all Pullman/Spokane programs is identical for students based at both campuses. Because the College of Education is approved and accredited for teacher, principal, school psychologist, counselor, and superintendent certification, and specific teaching endorsements, as one college statewide, there has always been one Teaching and Learning (T&L) and one

Educational Leadership and Counseling Psychology (ELCP) department for program development, review and approval, and one common set of learning outcomes and assessments for students, regardless of their resident WSU campus. WSUS faculty are assigned to either the T&L or ELCP department in Pullman, and annual reviews are completed by the department chair with input from the WSUS academic director, and co-signed by the College of Education Dean and the WSUS Chancellor. The WSUS academic director meets regularly with the department chairs and the Dean in Pullman, and the Dean convenes a Multi-campus Advisory Council (MAC) regularly to include the academic directors from Spokane, Tri-Cities, and Vancouver. Distributed across four campuses and in keeping with WSU's land grant mission, the COE cohesively offers uniform, exemplary, professional preparation programs for educators. WSU is the only research university in the state preparing undergraduate teachers and it delivers the largest program for superintendent preparation in the state.

It is upon this framework of cohesive COE development of curriculum and programs of study that the Pullman/Spokane location of programs and degrees is based. While WSUTC and WSUV are categorized as regional campuses and are more separate from Pullman geographically, statutorily, and financially, WSU Pullman/Spokane is viewed as one campus by the COE and by WSUS.

RESOURCE ASSESSMENT

Faculty. There are a sufficient number of faculty members, instructors, and TA's to deliver quality programs at both sites. Combining Pullman/Spokane masters programs in education fully utilizes the existing faculty from both campuses and takes advantage of economies of scale to serve students from both campuses, as well as allowing students access to more faculty and opportunities to engage in research that aligns with faculty scholarship. WSUS provides funds for a Graduate Assistantship in Educational Leadership to augment the RA's and GA's in the College of Education and to encourage potential full-time graduate students on the WSUS campus.

Staff. There are enough staff members to support program delivery and students at both sites.

Library. Library resources are adequate at both sites. The WSUS' new Academic Center and library provide full library access and student services support to WSUS students.

Technology. Computer, classroom and other needed technology is adequate at both sites. State-of-the-art computer equipment and technology support services are provided to all students and faculty including sophisticated distance-delivery technologies, wireless capability, and data storage services.

Facilities. The WSUS COE unit was moved into the Academic Center this fall, providing office and support spaces that accommodate Spokane-based faculty, Pullman-based faculty when they teach in Spokane, and the growing number of graduate students who study and work at both sites.

STUDENT LEARNING OUTCOMES

Learning outcomes and assessments have been developed for the MIT, Ed.M. and M.A. Education programs and for the certification requirements that are met by these degrees. Assessments include multiple measures of critical thinking in relation to the profession and comply with the standards of our professional accrediting bodies which include: Washington State certification standards, National Council for Accreditation of Teacher Education (NCATE), and Interstate School Leaders Licensure Consortium (ISLLC).

DIVERSITY

Combining Pullman/Spokane graduate education programs increases the capacity for a more diverse student enrollment by providing increased access to programs through two campus sites. Further, the increased coordination of faculty for course delivery increases the number of courses available for program completion. For example, the collaboration of Pullman/Spokane faculty has increased the core research offerings for students throughout eastern Washington and has improved access to other educational leadership coursework. First-generation doctoral students from Wenatchee and the mid-state region are enrolled in two or three courses per semester and summer sessions because of the attributes of multi-campus coursework for the superintendent program, and the masters programs will experience similar benefits for diversity. One 25-student cohort includes five students of color. The expanded diversity of school districts across the Pullman/Spokane regions also improves the diversity of student enrollment. Similarly, WSUS offers an appealing urban choice for faculty residence and expands the recruitment potential for faculty positions in the College of Education. Given two-campus teaching opportunities, a wider arena for research interests, and a larger faculty from which to draw expertise, faculty interests can be better served with combined programs.

The College of Education has been very successful in recruiting diverse faculty to its ranks. This model extends that rich diversity to WSUS, takes advantage of the exceptionally strong cultural studies faculty in Pullman, and provides access to this expertise for WSUS students. Given the challenges of attracting and retaining a diverse faculty, it would make little sense for

the two campuses to attempt to do this separately. Taking full advantage of the faculty diversity already in place in Pullman is a respectful use of expertise and resources, and an exceptional opportunity for our graduate students.

FUNDING

Both campuses provide resources to support program operation, and recently all of the Pullman and Spokane education faculty salary lines have been combined into a single College of Education budget. There are no new resources required for graduate education degree programs for Pullman/Spokane. As has been previously noted, the combined resources of the two campuses provide increased support for the program through increased efficiencies in faculty and graduate assistant assignments. Any future request for new resources would be based on enrollment growth justification and evidence of a growing demand for program offerings.

APPROVALS

This proposal was approved by the Riverpoint Campus Coordinating and Planning Council on March 29, 2007 and has subsequently received all of the required approvals internal to Washington State University.