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LAKE WASHINGTON INSTITUTE OF TECHNOLOGY

11605 132ND Avenue N.E.
Kirkland, Washington 98034-8506

PROGRAM PROPOSAL
March 1, 2017

**BACHELOR OF APPLIED SCIENCE
FUNERAL SERVICE EDUCATION**

Prepared by: Jamye Cameron
Director, Funeral Service Education
(425) 739-8155
jamye.cameron@lwtech.edu

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Lake Washington Institute of Technology, Funeral Service Education: Program Proposal

p. 1

Program Information

Institution Name: Lake Washington Institute of Technology

Degree: Bachelor of Applied Science Funeral Service Education CIP Code: 12.0302

Name(s) of the existing technical associate degree(s) that will serve as the foundation for this program:

Degree: AAS- Funeral Service Education CIP Code: 12.0302 Year Began: 2009

Degree: _____ CIP Code: _____ Year Began: _____

Planned Implementation Date (i.e. Fall 2014): Fall 2017

Proposal Criteria: *Please respond to all eight (8) areas listed in proposal criteria.
Page Limit: 30 pages*

Contact Information

Name: Jamye Cameron

Title: Director, Funeral Service Education

Address: 11605 132nd Avenue N.E., Kirkland, WA 98034

Telephone: (425) 739-8155

Fax: (425) 576-5841

Email: jamye.cameron@lwtech.edu

Elliot Stern, Vice President for Instruction
Chief Academic Officer

Date

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INTRODUCTION

Established in 2009, Lake Washington Institute of Technology's (LWTech) Funeral Service Education program is honored to be currently the only Funeral Service Education program in the State of Washington. In the past 8 years, the program has grown tremendously to help continue to meet the labor demands of funeral homes, crematories, and cemeteries in the state.

1. Curriculum demonstrates baccalaureate level rigor.	Describe curriculum including (1) program learning outcomes (2) program evaluation criteria and process (3) course preparation needed by students transferring with technical associate degree (4) general education component (5) course work needed at junior and senior levels in the BAS.
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1.1 Program Learning Outcomes

The curriculum for the BAS-FSE degree will be built around the aims, objectives and curriculum mandated by the American Board of Funeral Service Education (ABFSE), our specialized accrediting body. The BAS-FSE degree will deepen the level of comprehension of the subscribed student aims and program objectives from our AAS-FSE degree. The ABFSE requires all of their accredited programs to establish the following student aims and program objectives:

AIMS

1. members of a human services profession;
2. members of the community in which they serve;
3. participants in the relationship between bereaved families and those engaged in the funeral service profession;
4. professionals knowledgeable of and compliant with federal, state, provincial/territorial, and local regulatory guidelines in the geographic area where they practice as well as;
5. professionals sensitive to the responsibility for public health, safety, and welfare in caring for human remains.

OBJECTIVES

1. to enlarge the background and knowledge of students about the funeral service profession;
2. to educate students in every phase of funeral service and to help enable them to develop
3. proficiency and skills necessary for the profession, as defined in the Preamble at the beginning of this chapter;
4. to educate students concerning the responsibilities of the funeral service profession to the community at large;
5. to emphasize high standards of ethical conduct;
6. to provide a curriculum at the post- secondary level of instruction; and
7. to encourage student and faculty research in the field of funeral service.

In addition to the aforementioned, the BAS-FSE degree will establish the following program Objectives:

- Prepare our students to become managers or leaders in the Funeral Service Profession
- Create a pathway to allow students to potentially strive towards additional higher education degrees (Masters; JD, MD, etc.)
- Further entrench our students toward research and continual development within the Funeral Service Profession.

Graduates of LWTech's BAS-FSE program will demonstrate a factual, conceptual, and applied understanding of:

1. **Funeral Service Marketing and Merchandising:** The curriculum for funeral service marketing and merchandising is designed to introduce the funeral service student to the basics of marketing and merchandising as they apply to the funeral profession. This curriculum considers both service and merchandise as the products provided by funeral service practitioners.
2. **Business Management Practices:** The principles of small business management and organizational leadership are explored. Attention is given to a business plan, marketing, human resources, financing, operations, and the use of technology. Additionally, the curriculum includes an introduction to the basic principles of accounting with applications to funeral home operations.
3. **Funeral Service Counseling:** Funeral service counseling examines the basic principles of psychology and counseling as they relate to funeral service. Especially stressed are the psychological concepts in the areas of grief, bereavement, mourning, aftercare, and crisis intervention with particular emphasis on the roles of the funeral director.
4. **Regulatory Compliance:** The curriculum for regulatory compliance is designed to introduce the student to the rights, duties, and responsibilities of the funeral service practitioner and funeral establishment. The basic principles of business law as they relate to funeral service are also presented. Especially stressed are the bodies of law and the judicial system found in the United States of America. Additionally, the curriculum is designed to familiarize the student with the Federal Trade Commission and the Trade Regulation Rule on Funeral Industry Practices.
5. **Cemetery and Crematory Operations:** The cemetery and crematory operations curriculum focuses on the history, laws, and regulations that apply to cemetery and crematory operations, as well as the important considerations involved when assisting others with choosing between forms of disposition.
6. **Funeral Service Sciences:** The funeral service sciences focus on those systems providing the foundation for embalming, pathology, public health and restorative arts; the chemical principles and precautions involved in the preservation and disinfection of the dead human body; the basic principles of microbiology as they pertain to sanitation, disinfection, public health, and embalming practice; and those conditions which relate to or affect the embalming or restorative art process.

1.2 Program evaluation criteria and process

The BAS-FSE program will take comprehensive snapshots to gauge the success of the program and students. In order to effectively capture this information, the program will use a combination of coursework, research, team projects, instructor evaluations, community based programming, exit and post-graduate surveys, and employer surveys. From this information, the BAS-FSE degree program will identify areas of strength and areas of potential strength. The program will make necessary changes to the curriculum, if need be, to ensure we are meeting or exceeding our established benchmarks.

Evaluation Criteria Specific to the BAS-FSE Program

Assessments will be performed to measure the following:

Key Formative Outcomes	Assessment Tool	Timing
Translate the knowledge and skills derived from active practice, didactic courses and clinical experience into means that promote self-determination and progress toward fulfilment of human capacities.	Clinical Research Community based programming	Quarterly
Make judgements in practice that are driven by evidence and based on current best practices in funeral service, public health, and all the other relevant areas in order to provide ethical, safe and quality services to the deceased and their families.	Research/ Coursework and Team Projects	Quarterly
Explore problems in funeral service, critique research and effect change in the funeral service profession.	Team projects and Capstone Research Project	Quarterly
Learn healthcare policy to encourage greater understanding and access to quality care for communities throughout the Puget Sound area.	Identify and participate in an area of funeral service/public health policy by advocating for a position on an important healthcare concern at the local, state and national level	Annually

Key Formative Outcomes	Assessment Tool	Timing
Provide quality funeral service practices irrespective of diverse cultures, values, perspectives and health practices.	Employer Surveys	Annually
Utilize policies of stewardship and leadership effectively and efficiently to influence funeral service management and industry acceptable practices.	Leadership coursework, performance throughout program	Quarterly
Key Summative Outcomes	Assessment Tool	Timing
At least 80% of graduates responding to the Exit Survey will report satisfaction with the program.	Exit Survey	Annually
At least 80% of students who enroll will successfully complete the BAS-FSE Program.	Completion rates	Annually
At least 90% of graduates responding to the Graduate Satisfaction Survey will indicate employment in the funeral service profession within one-year post-graduation.	Post graduate survey	Annually
At least 80% of employers of BAS-FSE graduates responding to the Employer Satisfaction Surveys will indicate satisfactory performance with the LWTech BAS-FSE graduates.	Employer survey	Annually
At least 70% of graduates responding to the Graduate Satisfaction Survey will indicate affiliation with a professional organization(s) one-year post-graduation	Post graduate survey	Annually

The LWTech Mission, Program Outcomes, and Global Outcomes provide the foundation for prerequisite course work and the Funeral Service Education curriculum. The college has adopted the following five Global Outcomes as institution wide student learning outcomes:

Communication

The ability to engage effectively in verbal, non-verbal, written, and/or symbolic expression.

Critical Thinking

The ability to evaluate information, draw inferences, arrive at conclusions, and create solutions based on objective analysis of the evidence.

Information Literacy

The ability to recognize when information is needed, to choose the appropriate tools to locate the required information, and to effectively gather and evaluate the information.

Intercultural Appreciation

The ability to describe and demonstrate the value of cultural differences and commonalities among people and to recognize and respond to those differences and commonalities in the workplace and the learning environment. Differences and commonalities include, but are not limited to, ethnicity, age, gender, ability, life experiences, family situations, race, and sexual orientation.

Teamwork

The ability to participate actively and cooperatively in a group to advance a common goal.

LWTech programs evaluate students so that each graduate is competent in all of the five global outcome areas. The Engagement & Learning department oversees the college wide process for implementing, supporting, and assessing global outcomes. Annual data is provided to departments and is used by faculty to inform program improvement plans.

At LWTech, each program performs summative and formative assessments, quarterly and annually. Together, those assessments roll up into a comprehensive five-year program assessment. The assessment model is in alignment with the college's core themes. In addition, the assessment includes a five-year comprehensive program overview based on the data collected throughout the years.

Five-Year Comprehensive Program Overview:

- Is the mission statement accurate and current?
- Is the program description accurate and current?

SWOT Analysis:

- Strengths and achievements
- Challenges
- Opportunities

Plan of action

- Short-term goals
- Mid-term goals
- Long-term goals

Table 1: LWTech Program Assessment

Core Theme	Assessment Topic	Specific Assessment	Timing
Pathways	Pathways	Admission, progression and graduation rates	Annually
		Demographics	Year 1
		Student services utilized during course of studies.	Year 1
		Post-graduation	Year 1
	Enrollment Data	FTE	Quarterly
		Headcount	Quarterly

		Student-Faculty Ratio	Annually
	Curriculum Review	Up-to-date course outlines	Annually
		Delivery methods	Annually
	Academic Advising	Entering student support	Year 2
		Continuing student support	Year 2
		Completing student support	Year 2
	Employment Opportunities	Employment projections	Annually
		Projected wage data	Annually
		Industry changes/response to changes	Annually
		Pending industry changes	Annually
	Transfer	Articulation agreements	Year 3
		Other transfer options	Year 3
	Resources	Student/Faculty ratio	Annually
		Staffing levels	Annually
		Adequate facilities	Annually
		Adequate equipment	Annually
		Adequate technology	Annually
		Adequate budget	Annually
Student Achievement	Data	Average or higher completion	Annually
		Average or higher retention	Annually
		Licensing/industry exam pass rates	Annually
		Internship/externship/clinical pass rates	Annually
		Employment rates	Annually
		Course Evaluations	Annually
	Global Outcomes	Communication: <ul style="list-style-type: none"> • Audience/Purpose • Content Development • Clarity/Organization Within Genre and Disciplinary Conventions • Technology/Visual Elements • Grammar/Language • Sources/Evidence Critical Thinking: <ul style="list-style-type: none"> • Identify the problem • Gather Information • Develop hypothesis 	Rotates Annually

		<ul style="list-style-type: none"> • Assess/Analyze • Evaluate <p>Information Literacy</p> <ul style="list-style-type: none"> • Identify Information Need • Formulate Research Plan • Select/Use Tools • Gather Information • Evaluate/Synthesize Information • Use Information Responsibly • Apply Technology to Enhance Learning <p>Intercultural Appreciation</p> <ul style="list-style-type: none"> • Cultural Awareness/Self Knowledge • Acknowledgement of Stereotypes/prejudice • Verbal/Non-Verbal Communication • Respect, Engagement, Inquiry • Teamwork/Openness <p>Teamwork:</p> <ul style="list-style-type: none"> • Working with Team Members • Time Management • Contributions • Attitude • Leadership/Participation <p>(Reference Global Outcome Guide)</p>	
College Community	Student Support Services	Relationship with library	Year 4
		Relationship with Learning Lab, Math Tutoring Center, Writing Tutoring Center	Year 4
		Relationship with eLearning	Year 4
		Relationship with Counseling	Year 4
		Relationship with Disability Support Services	Year 4

		Relationship with specific population programs (TRiO, BFET, etc.)	Year 4
	Associated Student Government	Relationship with ASG	Year 4
	Instructional Programs	Partnerships with other programs	Year 4
	Faculty Development	Activity engagement	Annually
		Future training opportunities	Annually
	Faculty Engagement	Committees engagement	Annually
		Initiatives involvement	Annually
		Events involvement	Annually
	Safety	Safe classrooms	Annually
		Safe labs	Annually
		Safe offices/workspaces	Annually
External Engagement	Recruiting/outreach	Involvement levels	Annually
		Notable successes	Annually
	Marketing	Supply of materials	Annually
		Adequacy of materials	Annually
	Advisory Committee	Diversity of representation	Quarterly
		Curriculum review feedback	Quarterly
		Contributions/recommendations	Annually
	Foundation	Partnership engagement	Annually

Program assessments roll up into institutional assessment and are reviewed by the Institutional Effectiveness Committee and inform the work of the Accreditation Committee.

1.3 Course Preparation Needed by Students Transferring into the FSE Program

All applicants must have:

- Graduated from an ABFSE accredited Funeral Service program
- Completed most lower level general education requirements
- Earned a minimum overall 2.5 GPA
- Established the ability to sit for the International Conference of Funeral Service Examining Board's National Exam (NBE)

1.4 General Education Component

LWTech is dedicated to graduating well rounded students who have a basic liberal arts education to complement their FSE education. The following is the proposed General Education component for the BAS-FSE degree which will be completed as part the Associate's degree or as

part of the BAS-FSE program. Due to the codified curriculum of the ABFSE, the vast amount of students will already have most of the lower level General Education courses completed. In the event there are some who do not, a bridge quarter will be allowed to ensure every student entering into the BAS-FSE program will have a consistent understanding prior to taking the program core classes. Bridge coursework is generally not covered by financial aid. Course descriptions are in Appendix 2.

- ENGL& 101 English Composition I 5 credits
- ENGL& 102 English Composition II 5 credits
- CMST& 220 Public Speaking 5 credits
- HUM 230 Storytelling: Components of Narrative 5 credits
- PSYC& 220 Abnormal Psychology 5 credits
- PSYC 324 Psychology of Organizations 5 credits
- ECON & 201 Micro Economics 5 credits
- ECON 301 Business Economics 5 credits
- BIOL& 175 Human Biology 1 5 credits
- GEOL& 101 Intro to Physical Geology 5 credits
- MATH& 107 Math in Society 5 credits
- SOCI 401 Behavioral and Cultural Issues in Healthcare 5 credits
- Total general education credits = 60

1.5 Course Work Needed at Junior and Senior Levels for the FSE degree

The program is designed to be completed in six quarters. The upper division coursework is presented in the table below. The course descriptions are in Appendix 3.

			Lecture	Clinical	Credits
HUM	230	Storytelling: Components of Narrative	50		5
ECON&	201	Micro Economics	50		5
ACCT	301	Managerial Accounting	50		5
ECON	301	Managerial Economics	50		5
PUB	301	Foundations of Public Health	50		5
ENVS	321	Environmental Health	30	40	5
PSYC	324	Psychology of Organizations	50		5
FSE	315	Professional Relationships and Communication in Funeral Service	50		5
FSE	320	Psychology of Death and Dying	40	20	5
FSE	330	The Impact of Social Media and Technology on Funeral Service	50		5
FSE	340	Sustainability of the Caretaker	25	50	5
SOCI	401	Behavioral and Cultural Issues in Healthcare	50		5
FSE	405	Creating Meaningful Moments	50		5
FSE	425	Mortuary Disaster Management	50		5
FSE	430	Aftercare and Bereavement Counseling	40	20	5

FSE	435	Funeral Service Leadership	50		5
FSE	450	Interpretation of Death in the Arts	50		5
FSE	475	Senior Seminar Capstone	50		5
		TOTAL			90

2. Qualified faculty.	<p>Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, continuing) that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives. In addition, provide the total faculty FTE allocated to the program.</p> <p>Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.</p>
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The Faculty of the FSE programs are all Funeral Service Practitioners. Each of them are respected within their communities and contribute greatly to the success and promotion of the BAS-FSE degree program. They all bring to the program their experiences as Funeral Service Practitioners and a wealth of knowledge from varying education backgrounds. The FSE faculty work closely with the LWTech General Education faculty to ensure they are offering the most insightful and comprehensive BAS-FSE program available. LWTech's FSE program has a full-time director who has previously served as the President of one of the leading National Funeral Service associations. In addition to her skill-set as a funeral director/embalmer and manager, she brings her network of other funeral service programs, national organizations, national vendors and potential local, national and international employers.

Name	Position	FT/ PT	Degree	Field of Study and Additional Certifications
Jamye D. Cameron	Director	FT	MBA PhD (In Progress)	Business Administration-Management CFSP- Certified Funeral Service Practitioner Licensed Funeral Director/Embalmer Business Administration-Management/ Organizational Leadership
Kevin J. Hammond	Faculty	FT	MS EdD (In Progress)	Higher Education Administration Licensed Funeral Director/Embalmer Higher Education Administration
Craig A. Emmick	Faculty	PT	BS	Physical Education with a minor in Biology Licensed Funeral Director/Embalmer
Erin L. Wilcox	Faculty	PT	MA PhD (In progress)	Educational Administration Licensed Funeral Director/Embalmer Educational Research

General Education Full-Time Faculty Profiles

Faculty Name	Degree	Courses
Jason Sobottka	M.F.A	Art
Laura Toussaint	Ph.D.	Social Science
Phil Snider	M.A.	English
Wes Mantooth	Ph.D.	
Sue Kuestner	M.Ed.	Math
Sherry McLean	M.S.	
Narayani Choudhury	Ph.D.	
William Bricken	Ed.D.	
George Dalich	Ph.D.	Science
Barry Robinson	PhD	
Priyanka Pant	MS	
Jo Nelson	MS	
Aparna Sen	PhD	

3. Selective admissions process, if used for the program, consistent with an open door institution.	Describe the selection and admission process. Explain effort that will be used to assure the program serves as diverse a population as possible. Include specific detail for selecting and students for admittance when there are more applicants than available seats in the program.
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Responsibility for the admission process rests with LWTech’s Student Services Division. Recruitment is a shared responsibility between Student Services and Instruction with both units having support staff and faculty involved in recruiting prospective students to the program. The recruiting effort involves faculty and staff working with industry, advisory committees, and feeder programs. A new Program Assistant II was added to the admissions office in 2013 to accommodate the additional processing workload needed for more baccalaureate admission cycles.

Students who apply for the program will be evaluated using the admission requirements shown below.

The admission process for the Funeral Service Education program closely follows the patterns previously established for LWTech’s six other Applied Bachelor degree the first of which began in 2009. Admission criteria reflect an approach that includes the student’s academic record, personal characteristics, and potential to work in the industry.

General

LWTech currently uses selective admissions processes for several programs of study at both the Associate and Baccalaureate level. Our processes meet standards for both community/technical

colleges and baccalaureate institutions established by the American Association of Collegiate Registrars and Admissions Officers. The admissions staff members also have extensive experience in community/technical colleges, regional baccalaureates, upper-division, and Masters' level institutions.

Admissions procedures that serve all selective admission programs include:

1. Admissions office as the central locus of application
2. Comprehensive paper application with detailed, step-by-step instructions and clearly communicated timelines for admission
3. Regular day, evening, and online information sessions
4. In-house transfer credit evaluations conducted at the time of application so students know their exact status regarding admissions
5. Use of spreadsheets for easy candidate selection by faculty

Information Sessions

Information sessions will be presented on a regular basis, both day and evening, to provide prospective students with an overview of the Funeral Service Education program and to explain the admission process. An online option will also be available through the Admissions office for prospective students who are unable to attend an in-person session.

Program Admission Requirements

1. An earned associate degree or equivalent from a ABFSE accredited institution in Funeral Service or Mortuary Science.
2. 5 credits of college-level math (with intermediate algebra as a prerequisite) or higher with a minimum 2.0 GPA
3. 5 credits of college-level English (ENGL&101 or equivalent) with a minimum 2.0 GPA
4. 5 credits of college-level Social Science with a minimum 2.0 GPA
5. 5 credits of college-level Humanities with a minimum 2.0 GPA
6. Minimum cumulative GPA across all college coursework of 2.5.
7. A current resume.
8. A one-page cover letter describing their interest in Funeral Service Management.
9. \$50 non-refundable application fee.

Selection Criteria

Applicants will be selected based on the criteria listed above. Complete applications will be reviewed by an admission selection team (generally the program faculty, dean, director of

admissions, and an advising representative). The GPA will be the most heavily-weighted criteria followed by cover letter, and resume.

Prior to reviewing applicants, the admissions selection team will design comprehensive rubrics for evaluating transcript(s), cover letter, and resume. Evaluation rubrics will ensure a consistent and rigorous method is applied to each prospective student equitably.

Evaluation rubrics:

1. Transcripts will be reviewed for the appropriate pre-requisites.
2. Resumes will be evaluated for the range of educational and work experiences.
3. Cover letters will be evaluated for commitment to the field and alignment with the educational program.

Currently the college uses a weighted method for selection criteria for all selective programs, and anticipates the BAS-Funeral Service Education program will follow a similar pattern. The final decision on admission to the BAS-Funeral Service Education program will be made by the admissions selection team with available spots going to the applicants with the most points based on Table 7.

Table 7 – Weighted Criteria for Selective Program Admission

Application Requirements	Max. Pts	Notes
Cumulative College-Level Associate Degree GPA	40	Multiply cumulative GPA by 10 to determine total points
Resume	20	Based on evaluation rubric
Cover Letter	20	Based on evaluation rubric
Two letters of Personal Character	20	At least one must be from a previous employer; professional acquaintance; or prior professor.
TOTAL	100	

Commented [GM1]: Letters of PC are not listed on the nine step list for Program Admission Requirements

Encouraging Diversity

LWTech values and celebrates student diversity in a number of ways including support for an active Equity, Diversity, and Inclusion Committee, using Intercultural Appreciation as one of the college’s five global outcomes (Critical Thinking, Intercultural Appreciation, Information and Technical Literacy, Teamwork, and Communication), focusing on diversity work within its Strategic Plan, and implementing its first 5-year Equity, Diversity, and Inclusion Plan.

LWTech consistently enrolls greater percentages of students of color than reflected in the surrounding school districts. LWTech’s 2015-16 enrollment was 34% students of color compared to the surrounding school district average of 29%. Additionally, over 7% of enrolled students report having a disability and the average age of students is 32. This strong enrollment from diverse students in existing programs at LWTech will benefit the recruiting opportunities for a new baccalaureate program.

When recruiting, the college consistently reaches out to historically disadvantaged populations by participating in Veterans job and resource fairs, WorkSource resource fairs, LGBTQ

education events, and students of color career conferences. Outreach for a new applied baccalaureate degree would occur at all of these events as well as new events specifically related to relevant industries.

Because the BAS-Funeral Service Education program will use selective admission, LWTech will carefully monitor diversity in the program to determine the extent to which it represents the local community and to determine if action needs to be taken to change the recruitment processes.

4. Appropriate student services plan.	Describe services that will be needed by the students admitted to the degree program and college plan for providing those services for baccalaureate level students. Include a description of financial aid services and academic advising for student admitted into the program.
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These LWTech services for students are available to all BAS-Funeral Service Education applicants and regularly-enrolled students. We believe existing services will be sufficient.

Advising

Academic Advising is available for all new and continuing students on both a drop-in and appointment basis. Academic Advising has created dedicated Student Success Navigators (SSN) who provide comprehensive, case-managed advising to prospective and enrolled students in all programs of study. The SSN for baccalaureate programs also advises feeder programs. This insures students receive consistent and accurate information about courses and transferring as early as possible. It also creates a strong relationship between students and a single point of contact in Student Services for the full associate and baccalaureate experience whenever possible. The SSNs report to the Director of Student Development who reports to the Vice President of Student Services. Hours of work vary among the navigators depending upon program needs. The Navigator for this program works 7:30am- 4:30 pm Monday- Friday.

For prospective baccalaureate students, the SSN:

- Answers general inquiry questions
- Participates in information sessions with lead faculty from the program
- Provides one-on-one coaching for completing a competitive application
- Follows up on students who have inquired but not applied.

For enrolled baccalaureate students, the SSN:

- Participates in program-specific orientation prior to quarter start
- Ensures all students are registered quarterly and advises them on course selection
- Provides appropriate referrals for financial aid and support services
- Checks in with all students a minimum of once per quarter to promote success

For faculty, the SSN:

- Attends department and/or division meetings to learn about new curriculum developments and student concerns
- Serves as a single point of contact for faculty questions about student services processes

One FTE was added to the Academic Advising staff two years ago to assist with successful onboarding of baccalaureate students. According to the Council for Academic Standards (2009, p. 5)¹,

- “Academic advising caseloads must be consistent with the time required for the effective performance of this activity,”
- “academic advisors should allow an appropriate amount of time for students to discuss plans, programs, courses, academic progress, and other subjects related to their educational programs,”
- “the academic status of the student being advised should be taken into consideration when determining caseloads,”
- “when determining workloads it should be recognized that advisors may work with students not officially assigned to them and that contacts regarding advising may extend beyond direct contact with the student.”

Given LWTech’s size and dual advising model (lead faculty also advise students within their program), the college strives to keep the SSN to student ratio at or below 1 to 500 FTE (for a full time SSN). Students served by group advising and/or not case managed may exceed this ratio. Caseloads for SSNs and other related staff are detailed below (please note this does not include specialty populations such as WRT, Wk1st, BFET, OG, International, High School Programs, or Veterans; all of whom have separate staff that serve as the equivalent of an SSN). While the College is close to capacity in Academic Advising, especially with the addition of newly developed programs, there is limited room for growth before another staff member will be needed. Last year, the College’s budget process prioritized Academic Advising staff as the most important need if/when new funding becomes available.

Position	Programs Covered	Approximate FTE served
Director of Student Development (25% case managed Academic Advising to students)	Business <ul style="list-style-type: none"> • Accounting • Business Technology • Human Resources 	100
Coordinator of Disability Support Services (40% direct)	Services <ul style="list-style-type: none"> • Horticulture • Culinary/Baking 	150

¹ Council for the Advancement of Standards of Higher Education (CAS) (2009). Academic advising programs: CAS standards and guidelines.

case managed Academic Advising to students)	<ul style="list-style-type: none"> • Early Childhood Eda • Social and Human Services 	
Student Success Navigator (100% case managed Academic Advising to students and group advising for pre-selective admission students)	<p>Health Care</p> <ul style="list-style-type: none"> • Dental Assisting • Nursing • Medical Assisting • Fitness • Funeral Services • Occupational Therapist Assistant • Physical Therapist Assistant <p>Baccalaureate Programs</p> <ul style="list-style-type: none"> • Public Health • Dental Hygiene <p><i>All pre-selective admission Health Care (not case managed, not the admissions side of the work, only advising for classes, largely by group advising)</i></p>	<p>250 (case managed)</p> <p>300 (not case managed)</p>
Student Success Navigator (100% case managed Academic Advising to students)	<p>Applied Design</p> <ul style="list-style-type: none"> • Multimedia Design and Production • Game Design • Engineering Graphics (Mechanical/Architectural/Civil) <p>Information Technology</p> <ul style="list-style-type: none"> • Computer Security and Network Technology • Information Technology Application Development <p>Baccalaureate Programs</p> <ul style="list-style-type: none"> • Applied Design • <i>BAS-DGIM – Proposed</i> • <i>BAS-SD – Proposed</i> 	500 (with both proposed programs)
Student Success Navigator (100% case managed Academic Advising to students)	<p>Transportation</p> <ul style="list-style-type: none"> • Automotive • Auto Collision • Diesel • Power Equipment <p>Transfer</p> <ul style="list-style-type: none"> • Biology DTA/MRP • Business DTA/MRP • Computer Science DTA/MRP • Construction Mgt. DTA/MRP • Math Education DTA/MRP • Technology DTA/MRP • Computer & Electrical Pre-Engineering (AS-T/MRP) 	450 (once new programs are fully enrolled)

Commented [GM2]: I think the Funeral Services Baccalaureate would be in this group?

	<ul style="list-style-type: none"> • Mechanical, Civil, Aeronautical, Industrial, Materials Science Pre-Engineering (AS-T/MRP) Baccalaureate Programs • Transportation/Logistics Management 	
Career and Recruitment Coordinator (50% case managed advising to students)	Manufacturing <ul style="list-style-type: none"> • Electronics • Machining • Welding 	200

To ensure strong communication within the department, the Vice President of Student Services:

- Leads quarterly division meetings to discuss division and college updates
- Meets weekly with the student services leadership team who in turn share information with their teams
- Emails college and division updates to the full division weekly

The Director of Student Development coordinates a weekly meeting for all employees who provide Academic Advising services to students (SSNs, TRiO, WRT, OG, Wk1st, BFET, International, High School Programs, etc) where curriculum changes, services updates, and other information are shared. As a small college, Admissions, Registration, Academic Advising, Workforce Programs, and Financial Aid are all on the same floor and interact continuously to support students. Other student support services (TRiO, the Learning Lab, and Student Programs) are located in different campus locations.

Assessment

The Assessment Center provides placement testing, all College Level Examination Program exams, industry certification exams, accommodated testing for students with disabilities, and Washington Online proctoring. The Assessment Center can also proctor tests and quizzes for online classes.

Counseling

Counseling is available to support all students with short-term issues that might impact retention and academic success. One-on-one, crisis-response, and group counseling services are all available and used appropriately to support student needs. The College’s Counselor has established relationships with community mental health and service-providing agencies that are utilized for both referrals and on-campus assistance

Student Development Services - Disability Support Services

Disability Support Services (DSS) offers academic adjustments to all students with documented disabilities. Adjustments provide equal access for students in a classroom setting. Academic adjustments are specific to the student, their disability, and class requirements. Students registered with this office are also eligible to join TRiO (see below).

Workforce Programs - Employment Resource Center

The Employment Resource Center (ERC) provides a comprehensive suite of services focused on individuals’ career and professional development at all academic and career levels. The ERC provides career exploration, career and personality assessments, and labor market information and research. Through individual work and a workshop series, the Center assists students in

clarifying their career aspirations, developing job readiness skills, and learning job search and job success skills (such as resume and cover letter writing and interviewing techniques). On-campus employment recruiting is coordinated through the ERC. An online e-career center allows employers to post job notices, and students to search and apply for those jobs or post their resumes.

Financial Aid

The Financial Aid office has successfully processed grant, loan, and scholarship awards for all enrolled students in other LWTech baccalaureate programs since inception in 2008. Services provided by Financial Aid, including FAFSA orientations, Veteran's services, in-person assistance, and scholarship referrals will be made available to students in the BAS-Funeral Service Education program.

Workforce Development

The Worker Retraining program provides individualized support and funding to BAS students that meet eligibility guidelines. Students that are receiving unemployment or have exhausted it in the last 4 years, Veterans discharged in the last 4 years, persons that need additional training to prevent being laid off of their job, and displaced homemakers that have lost their primary source of income may be eligible for Worker Retraining support.

Intervention Services – General Student Population

Students experiencing difficulties making adequate academic progress are assisted through several intervention programs under the direction of the Director for Student Development. Faculty can initiate assistance to students having difficulties with attendance, assignment completion, exams, and class preparation. Faculty inform the Director of Student Development about students' difficulties. Interventions by staff via email, phone and/or in-person meetings are second and third steps used in this process.

TRiO Student Support Services

TRiO Student Support Services is a federally-funded project established at LWTech for the purpose of assisting students in achieving their post-secondary ambitions.

The Student Support Services project is focused on increasing the retention and graduation rates of students with disabilities as well as low-income and first generation students. This is accomplished by providing supportive services such as academic action plans, individualized and group tutoring, and academic counseling supported by workshops in study skills, motivation, financial aid, stress reduction, test anxiety life skills, and campus resources as well as mentoring and monitoring of student progress.

The TRiO program also supports the Learning Lab, where any LWTech student can ask questions about any course, discover and utilize learning resources, and receive assistance in understanding important course concepts. The Learning Lab also helps LWTech students develop stronger study skills (e.g., test taking, textbook reading, time management, organization, stress management).

In addition, the program offers specialized services such as career guidance, resume and cover letter writing, and interview sessions; and cultural events to promote personal and educational development.

Student Programs

LWTech offers all enrolled students a variety of ways to get involved in campus life. BAS-Funeral Service Education students will enjoy the same access to these opportunities including: ability to hold student government office, participation in existing clubs, opportunities to form

new student clubs, campus committee representation, volunteering, and the ability to participate in frequent, educational and community oriented campus life.

Library

LWTEch added a full time Librarian focused on upper division education when it started its first baccalaureate degree in 2009. Library materials will be added with the addition of the BSN program mostly in the form of on-line databases to support the coursework requiring the use of research literature. One-third funding of a new full-time Health Sciences librarian is part of this proposal. Additionally funding will come from approved baccalaureate degrees in Public Health and Dental Hygiene, and later Behavioral Healthcare and Funeral Service Education.

Tutoring

LWTEch provides centralized tutoring services to all students, including those enrolled in its current four active baccalaureate programs. Managers for that service allocate tutoring support dollars based on student demand. Some of the need for tutoring for baccalaureate students is for required lower division coursework (e.g, lab science or ENGL& 102) that is often included in BAS programs, yet open to all students. LWTEch will closely monitor the need for tutoring students enrolled in upper division courses.

5. Commitment to build and sustain a high quality program.	<p>Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be (4) equipment, technology, and instructional resources needed for the program; and (4) anticipated revenue.</p> <p>Document the college’s ability to sustain the program over time.</p>
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Types of funds to be used to support the program

The FSE program will be funded by a combination of tuition, fees. FTEs generated by the program are eligible for state reporting, but the program itself is not dependent on state-funding. The table below projects 5 years of expenses and revenue. The figures include admission of one cohort in year 1, two in years 2-5.

BAS-FSE	2017-18	2018-19	2019-20	2020-21	2021-22
<u>Projected Revenue</u>					
Tuition ¹	\$104,708	\$209,416	\$209,416	\$209,416	\$209,416
Course Fees	\$7,875	\$15,750	\$15,750	\$15,750	\$15,750
Application Fee	\$750	\$750	\$750	\$750	\$750
Total Revenue	\$113,333	\$225,916	\$225,916	\$225,916	\$225,916

Projected Expenses

Program Director ²	\$44,500	\$44,500	\$44,500	\$44,500	\$44,500
Benefits	\$13,350	\$13,350	\$13,350	\$13,350	\$13,350
F/T Faculty Salaries	\$0	\$56,000	\$56,000	\$56,000	\$56,000
F/T Benefits	\$0	\$15,120	\$15,120	\$15,120	\$15,120
P/T Faculty	\$21,000	\$22,760	\$46,431	\$47,359	\$72,460
Curriculum Dev	\$10,500	\$2,100	\$2,100	\$2,100	\$2,100
Faculty Prof Dev	\$95,000	\$20,000	\$20,000	\$20,000	\$20,000
Equipment & Supplies	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Travel & Conf	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Marketing	\$12,000	\$10,000	\$10,000	\$10,000	\$10,000
Total Expenditures	\$112,850	\$173,570	\$173,570	\$173,570	\$173,570
Balance	\$483	\$52,346	\$52,346	\$52,346	\$52,346

Notes:

¹Cohort size= 15

²50% of salary

Appropriate facilities, Equipment, technology, and instructional resources needed for the program

LWTech provides support and funding for the resource needs of the FSE Program, enabling the Director and Faculty to meet program requirements and as well as introduce enhancements. The college opened the new Allied Health Building in 2011. It was designed based on state of the art hospitals and clinics. The Funeral Service Education program has one large laboratory; large one display/merchandising room; two locker rooms and restrooms; one walk-in refrigeration unit and a nine drawer wall refrigeration unit. State of the art equipment and supplies were purchased to be used and maintain the labs. A hearse was also secured to allow the program to participate in educational opportunities of body transfer, processions, and driving skills needed. Classrooms, laboratories, offices, and conference rooms are either available or assigned to the FSE Programs. They are adequate in size, number, and type according to purpose and use.

Additionally, the college has extensive support programs such as the Library Media Center and Information Technology Services that are available to FSE. These services consult with the Director and Faculty to procure materials or provide services specific to FSE. The Director routinely seeks input from Faculty and staff regarding budget development, resource identification and evaluation of effectiveness of all resources, facilities, and services. Budget proposals are submitted annually to the Division Dean for approval and administered on a daily basis by the Program Director.

Document the college's ability to sustain the program over time.

LWTech has built a wide-reaching and admirable reputation for turning out competent and well-prepared students since its founding. We continue to enjoy positive relationships with our

funeral service community partners and many of our students are hired right out of the FSE program into various funeral homes, cemeteries or crematories. Through our relationships with our funeral service community partners and our memberships and affiliations with state and national funeral service organizations, our students are highly sought after and apprised of available positions consistently.

LWTech has a successful integrated system for recruiting students to its baccalaureate and Health Sciences programs. Marketing, Recruiting, and Admissions teams will work together to incorporate recruiting baccalaureate seeking FSE students along with students for other Health Sciences and baccalaureate programs.

6. Program specific accreditation.	Indicate whether the institution will seek specialized program accreditation. If so, describe plans for accreditation and identify appropriate accreditation body. Include a statement of college's plan to seek accreditation through NWCCU and/or current status of college's standing to offer applied baccalaureate degrees.
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LWTech received accreditation from the Northwest Commission on Colleges and Universities (NWCCU) as a four-year degree granting institution effective September 2010. Five subsequent BAS degrees have been approved by the Commission.

Upon receiving SBCTC approval, the LWTech Accreditation Liaison Officer will apply for NWCCU review of the FSE program via the substantive change process.

Program Specific Accreditation

In 2012, Lake Washington Institute of Technology (LWTech) received their initial 3-year national accreditation from the American Board of Funeral Service Education (ABFSE). A 3-year reaccreditation was issued in 2015. For the BAS-FSE program, LWTech will need to notify the ABFSE of the new offering. Since this program is a Bachelor degree completion, there will be no further specialized accreditation scrutiny needed by the ABFSE. This program expounds upon the mandatory ABFSE curriculum outlined in LWTech's AAS-FSE degree.

7. Pathway options beyond baccalaureate degree.	Describe opportunities and articulation agreements for the place bound BAS graduate to continue their education onto a graduate (Master's) degree program. Detail specific discussions with public and private baccalaureate institutions (when applicable) regarding post-baccalaureate pathways for graduates.
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Graduates from the BAS-FSE degree program will have several pathways if they choose to pursue graduate degrees. Students may find various MBA programs; which may stem into various concentrations (Management, Organizational Leadership, Human Resources, Finance, or Accounting). Schools such as Western Governor's University, University of Phoenix, Walden

University, Trident International University and Cappella University, readily come to mind. LWTech has recently secured an articulation agreement with WGU.

LWTech has discussed graduate pathways for FSE students with Dr. Vicki Eveland at Seattle Pacific University. She is the Director of the Master of Arts in Management-Social and Sustainable Management program. Our communication has been via email and brief phone discussions. Our primary focus was to determine if the MAM-SSM program would be a good fit for our BAS-FSE students. Dr. Eveland also suggested we consider SPU's MBA program, of which we had preliminary discussions with Dr. Jackqueline Miller during our program intent phase. Understandably, SPU is not prepared to enter into an actual articulation agreement with LWTech, at this time, because we do not have an existing approved BAS-FSE program. SPU is willing to readdress a possible articulation agreement, after the approval of the BAS-FSE degree. However, Drs. Eveland and Miller both said providing our students meet the admissions requirements for their programs, they would be honored to have our students. There will be more conversations and actual meetings planned in the coming months to see if an articulation agreement can be secured.

<p>8. External expert evaluation of program</p>	<p>The institution will select two external experts to review the program. External experts should come from a university level institution, i.e. departmental professor, academic dean or department head. The expert should be a practitioner/instructor from within the content area of the proposal.</p> <p>In a separate document, provide copies of external evaluators' report or letters. Summarize the institution's responses and subsequent modification to the proposal based on evaluator's recommendations. Attach a short bio of the evaluators.</p>
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1. John D. Fritch, PhD

Current title: Department Chair, Department of Funeral Service Education, University of Central Oklahoma, Edmond, Ok.

Education:

- Ph.D.-Educational Leadership and Policy, Oklahoma State University, 2011
- M.Ed.-School Administration, University of Central Oklahoma, 2006
- B.S.-Funeral Service Education, University of Central Oklahoma, 1996
- B.A.-Economics, University of Kansas, 1993

Background:

Dr. Fritch has been a licensed Funeral Director for over 20 years and has been teaching in Funeral Service Education for 10 years. Dr. Fritch has dedicated his research in the area of attributes associated with successful academic programs. In addition to his role as Department Chair of the Department of Funeral Service Education, Dr. Fritch has also authored two textbooks being currently used in Funeral Service Education programs throughout the country. He also serves the American Board of Funeral Service Education

as the Secretary of the College and University Council and a member of the Curriculum Committee.

2. Michael LuBrant, PhD

Current Title: Director, Program of Mortuary Science, University of Minnesota Medical School, Minneapolis, MN

Education:

- Ph.D.- Educational Policy and Administration, University of Minnesota, 2013
- M.A.- Theology; St. Bernard's Institute, 1996
- B.A.- Religious Studies, State University of New York, 1992
- A.A.S.- Mortuary Science, Hudson Valley Community College, 1991

Background:

Dr. LuBrant has held Funeral Director licensure for 23 years; licensed in the states of New York, Indiana and Minnesota. He began his teaching career at San Francisco College of Mortuary Science in 1996. In 1999, he began teaching at the University of Minnesota. Dr. LuBrant demonstrates his dedication to Funeral Service and Funeral Service Education by participating in local, state, regional, and national Funeral Service organizations. He also serves the American Board of Funeral Service Education as the Nominations Committee Chair and the College and University Council President.

Response to their feedback

Dr. Fritch did not offer specific questions. He did however warn the program to be certain to have a constant eye of the areas of adequate support from the college to ensure the program's continued success and timely completion of the faculty doctoral degrees in progress. Dr. Fritch did not offer any additional coursework for the BAS-FSE degree program. The LWTech FSE Program Director, through phone call, assured Dr. Fritch of the college's support and commitment to the success of the BAS-FSE program, as well as the AAS-FSE program. The LWTech FSE Program Director also relayed to Dr. Fritch that the faculty doctoral completions ranged between 1 to 3 years, as the three doctoral students are within various phases of their degrees. One is already writing the dissertation, one has two more courses prior to beginning the dissertation, and the other has another year of coursework, prior to beginning the dissertation. He was pleased with this information.

Drs. Fritch and LuBrant were not aware if the program was following the directive of the Advisory Committee in the development of the BAS-FSE. Both, Drs. Fritch and LuBrant, were informed via telephone and email, that the BAS-FSE degree was voted upon and passed by the Advisory Board in the November 2015 meeting.

Dr. LuBrant did have specific questions for the BAS-FSE program. He was curious as to the extent the employers reviewed the curriculum and offered their feedback with respect to its adequacy in meeting workforce need. Through a telephone conversation, the LWTech FSE Director informed Dr. LuBrant that most of the curriculum was developed by the areas of interest demonstrated on the Employer surveys solicited prior to the completion of the Statement of Need. The Curriculum has also been reviewed by the LWTech FSE Advisory Board, which is

comprised of employers, employees, previous students, state regulators, and state association executives. The advisory board members feel the program curriculum meets the industry needs.

Dr. LuBrant also had concerns for the reference in the Statement of Need- Pathway's Goal #1- where it stated, "the proposed BAS degree would provide a pathway to a "well-paying occupation." This concern has been properly addressed as the Statement of Need also provided labor marker data showing the average salary and adequate positions available for Funeral Director Managers.

Dr. LuBrant although supportive, wanted clarification on a statement made in the Statement of Need- Criteria #2, where it stated, "The broad funeral services community is moving towards the expectation that managers possess at least a bachelor's degree." Dr. LuBrant wanted to know to what extent did we know this to be true? The LWTech FSE Director, referred Dr. LuBrant to the letter from the ABFSE Executive Director, Robb Smith. She also cited the dissertation work of Dr. Jackie Taylor. Finally, reference was made to the majority of the employers in our area, being a part of a national conglomerate, and a copy of their job description for a management position was shared, showing their preference was for a Bachelor Degree.

Dr. LuBrant also offered counsel to ensure there was some flexibility offered to allow students to meet their general education requirements, and there was flexibility in the admission process. The LWTech FSE program will be certain to allow substitutions of previous classes taken by the students, providing the courses meet the various guidelines of the WA SBCTC. The LWTech FSE Program has looked at current admission criteria, and thus far feel the criteria is adequate. However, the FSE Advisory Board has committed to review the admission criteria after the initial admission to the BAS-FSE program to see if there needs to be any amendments.

Dr. LuBrant gave a recommendation to ensure there is diversity on the LWTech FSE Advisory Board. Whereas, the program has a pretty good mix of employers, employees, former students, state regulators and state association executives, the program does not have vendor representation on the advisory board. This will be taken under advisement, as the FSE program is scheduled to have a review of the Advisory Committee by June 2017.

Drs. Fritch and LuBrant commended the BAS-FSE proposal for the following:

- The degree is appropriate for the direction of the Funeral Service Profession
- The proposed curriculum is impressive in that there are several courses aligned to needs of business management in addition to science and technical coursework required for the appropriate handling of human remains.
- It is clear a great deal of thought went into the development of the program learning outcomes.
- The college has a solid foundation upon which to build a very good program

Appendix 1 – ABFSE Student Learning Outcomes

STANDARD 3: AIMS AND OBJECTIVES	
1	
2	
3	3.1 Each program in funeral service education must have as its central aim recognition of the importance of
4	funeral service personnel as
5	3.1.1 members of a human services profession;
6	3.1.2 members of the community in which they serve;
7	3.1.3 participants in the relationship between bereaved families and those engaged in the funeral service
8	profession;
9	3.1.4 professionals knowledgeable of and compliant with federal, state, provincial/territorial, and local
10	regulatory guidelines in the geographic area where they practice as well as
11	3.1.5 professionals sensitive to the responsibility for public health, safety, and welfare in caring for
12	human remains.
13	
14	3.2 Each program must have at least the following objectives:
15	3.2.1 to enlarge the background and knowledge of students about the funeral service profession;
16	3.2.2 to educate students in every phase of funeral service and to help enable them to develop
17	proficiency and skills necessary for the profession, as defined in the Preamble at the beginning
18	of this chapter;
19	3.2.3 to educate students concerning the responsibilities of the funeral service profession to the
20	community at large;
21	3.2.4 to emphasize high standards of ethical conduct;
22	3.2.5 to provide a curriculum at the post- secondary level of instruction; and
23	3.2.6 to encourage student and faculty research in the field of funeral service;
24	
25	3.3 The aims and objectives of the program must be in the published documents – other than brief
26	informational/marketing materials –relating to the funeral service program.
27	

Appendix 2 – Course Descriptions

BAS- FSE Proposed Curriculum General Education Courses		
Course No.	Course Description	Credits
CONTENT AREA: Communications (English 10 credits)		
ENGL & 101	English Composition I: Advanced expository writing, reading and evaluating essays, and critical thinking are covered in this course that fulfills the written communication requirement for an AAS degree. Students will write a minimum of 5000 words of finished composition during the quarter.	5
ENGL & 102	English Composition II: Students learn to write fully documented research papers using critical thinking and reading skills. The class will emphasize logical argumentation from evidence and research skills necessary to collect relevant information. Students will write a minimum of 5000 words of finished composition during the quarter.	5
CONTENT AREA: Humanities (10 credits)		
CMST & 220	Introduction to Public Speaking: This course sets forth the essentials of effective public speaking including: selecting your topic, library research methods, analysis, oral style, use of visual aids, preparation and delivery of various types of speeches.	5
HUM 230	Storytelling: Components of Narrative: This course will engage students in stories and narratives, as the tools we use to make sense of life. As humans we seek to understand the events and challenges of our lives by formulating them into story, telling the tale. "Storytelling: Components of Narrative" is an introduction to the archetypal tales ,characters and structures that comprise the foundation on which stories are built in film, literature, game design, art, music, education and other contexts.	5
CONTENT AREA: Social Science (Psychology/Sociology 15 credits)		
PSYC&220	Abnormal Psychology: This course will enable students to identify symptoms of abnormal psychological disorders and diagnostic classifications, including various models of treatment. Students will gain a better understanding of maladaptive behavior and its impact on individuals, families, and society. They will also acquire basic information regarding the identification and management of high-risk situations that may occur during the course of their work as a human service professional	5
PSYC 324	Psychology of Organizations: This course prepares the student to exercise effective leadership by learning positive psychology, negotiation and labor relations, strength-based management of individuals and teams, motivation/morale, and conflict resolution.	5
SOCI 401	Behavioral and Cultural Issues in Healthcare: This course introduces behavior and cultural issues that impact individual and population health and their relationship to public policy development and public health intervention programs.	5
CONTENT AREA: Social Science (Economics 10 credits)		

ECON& 201	Micro Economics: This course examines the market economy including consumer demand, production, exchange, the price system, resource allocation and the role of government in the economy. Students analyze resource and income distribution, assess consumer and business behavior, and evaluate price determination and production cost.	5
ECON 301	Business Economics: This class covers applied microeconomic analysis and introduces applied macroeconomic analysis of relevance to the business firm. Emphasizes the development of economic tools and concepts that can be used in the firm's management decision-making process. Builds upon the standard economic analysis of the firm that integrates a company's revenue, cost, output and pricing decisions. Marginal and incremental reasoning is stressed as an important decision-making principle.	5
CONTENT AREA: Natural Sciences (Human Biology 5 credits)		
BIOL& 175	Human Biology with Lab: This course is an introductory survey of human anatomy and physiology designed for non-science majors or pre-allied health students not going into nursing or dental hygiene. Relationships between structures and functions in each body system are emphasized.	5
CONTENT AREA: Natural Sciences (Microbiology 5 credits)		
GEOL& 101	Intro Physical Geology: This class studies the physical processes, both on and beneath the surface, that have over time given the earth its present form. Course format includes field and laboratory study of minerals, rocks, and maps. Off-campus field trip may be required. Laboratory Science Course.	5
CONTENT AREA: Mathematics 5 credits		
MATH &107	Math in Society: This class is a survey course in practical mathematics. Core topics of the course include proportional reasoning, probability, descriptive statistics, growth and decay models (linear and exponential), and the mathematics of personal finance. Other topics that might be addressed include, but are not limited to: modern geometry, trigonometry, sets and logic, discrete math topics (such as graph theory, scheduling, voting theory, game theory, or fair division), and math in the arts.	5
Total General Education Credits Required = 60		

Appendix 3 – BAS- FSE Proposed Curriculum

			Lecture Hrs	Clinical Hrs	Credits
ACCT	301	Managerial Accounting: This course will focus on accounting concepts and applications that will help managers identify, measure, analyze, and communicate information about their departments' operations and profitability from a variety of aspects, thus helping managers make informed decisions about their departments.	50		5
ECON&	201	Micro Economics: This course examines the market economy including consumer demand, production, exchange, the price system, resource allocation and the role of government in the economy. Students analyze resource and income distribution, assess consumer and business behavior, and evaluate price determination and production cost.	50		5
ECON	310	Business Economics: This class covers applied microeconomic analysis and introduces applied macroeconomic analysis of relevance to the business firm. Emphasizes the development of economic tools and concepts that can be used in the firm's management decision-making process. Builds upon the standard economic analysis of the firm that integrates a company's revenue, cost, output and pricing decisions. Marginal and incremental reasoning is stressed as an important decision-making principle.	50		5
ENVS	321	Environmental Health: This course investigates the role of the environment in personal, community, and global health. This course investigates current environmental public health issues and topics in environmental health sciences as well as global health threats such as	30	40	5

		climate change, pollution, food supply issues, etc. This course includes laboratory.			
HUM	230	Storytelling: Components of Narrative: This course will engage students in stories and narratives, as the tools we use to make sense of life. As humans we seek to understand the events and challenges of our lives by formulating them into story, telling the tale. "Storytelling: Components of Narrative" is an introduction to the archetypal tales ,characters and structures that comprise the foundation on which stories are built in film, literature, game design, art, music, education and other contexts.	50		5
FSE	315	Professional Relationships and Communication in Funeral Service: This class will explore business and interpersonal relationships in the funeral service profession. Students will develop the skills to facilitate relating well with employers and colleagues, bereaved families, and the community at large. Students have the opportunity to develop a resume, make oral presentations applicable to funeral service and to practice empathic communication.	50		5
FSE	320	Psychology of Death and Dying: This class examines various social and cultural perspectives; psychosocial changes related to death, dying, and disposition; special cases: sudden, violent or unexpected death.	40	20	5
FSE	330	The Impact of Social Media and Technology on Funeral Service: An overview of the changing roles social media and technology has played in relation to funeral service and societal implications. Topics covered may include, but are not limited to the relationship between technology and work, social groups and professional organizations, bereavement, changes	50		5

		to visitation, education, government regulations, commerce, continuous education and the future.			
FSE	340	Sustainability of the Caretaker: This class examines various self-care practices for the death-field professional. The course will cover topics on the importance of a balanced diet and consistent eating habits, an introduction to the basic fundamentals of physical activity and how it relates to overall health and wellness. Students will also examine introductory meditation tools that focus on the replenishing of mind, body and spirit.	25	50	5
PSYC	324	Psychology of Organizations: This course prepares the student to exercise effective leadership by learning positive psychology, negotiation and labor relations, strength-based management of individuals and teams, motivation/morale, and conflict resolution	50		5
PUBH	301	Foundations of Public Health: This course will introduce the foundations of various specializations in public health including chronic and infectious epidemiology, behavioral and social epidemiology, community health, molecular and genetic epidemiology, etc. Students will develop a broad understanding of how these specializations address public health issues across the globe by this introduction to the fundamental principles, concepts, and tools used in various public health disciplines	50		5
SOCI	401	Behavioral and Cultural Issues in Healthcare: This course introduces behavior and cultural issues that impact individual and population health and their relationship to public	50		5

		policy development and public health intervention programs.			
FSE	405	Creating Meaningful Moments: This class explores the various ways Funeral Practitioners can help families find the value of a funeral service. The class will incorporate event planning, time/project management, and a broad knowledge of catering needs to build the students ways to create distinct and meaningful services.	50		5
FSE	425	Mortuary Disaster Management: This course orients the student to the role of the funeral service practitioner in the management of diseases that involve multiple fatalities. Topics will include the history of multi-death disasters, radiation accidents, dealing with the mass media, setting up a temporary morgue, guidelines for preparation of the dead, identification of the remains, and critical incident stress debriefing.	50		5
FSE	430	Aftercare and Bereavement Counseling: This class explores the role of the funeral home in supporting bereaved families. Students will learn the components needed to offer a comprehensive aftercare program: literature, referrals, grief support groups and web-based support.	40	20	5
FSE	435	Funeral Service Leadership: This class explores the role of the funeral service manager when it comes to the various leadership styles that can be exhibited in a management position. The topics to be covered will included, but may not be limited to, customer service leadership; coaching employees for leadership; leadership skills and qualities; and association leadership.	50		5
FSE	450	Interpretation of Death in the Arts: This class combines the basic elements of literature and storytelling	50		5

		with reading and writing about literacy selections that have death as a central subject. The Readings consist of works of fiction, non-fiction, poetry and drama. Film and Art selections will also be included.			
FSE	475	Senior Seminar Capstone: This course provides an opportunity for students to conduct independent research on a wide array of management trends or concerns in funeral service. Students will also be engaged in preparation modules to obtain their CGM (Certified General Manager) designation from the National Funeral Directors and Morticians Association, Inc.	50		5

Appendix 4: External Expert Evaluations, Bio and Letters

College Name:	Lake Washington Institute of Technology	BAS Degree Title:	Funeral Service Education
Reviewer Name/ Team Name:	John B. Fritch, Ph.D.	Institutional or Professional Affiliation:	University of Central Oklahoma
Professional License or Qualification, if any:	Oklahoma Funeral Director/Embalmer	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	Comment Yes, without question the degree program is relevant and appropriate. As it is trending across the nation to require higher levels of education for funeral service professionals, this program is indeed appropriate. My experience has been that funeral service graduates, with a college degree will be able to find a job and this field represents one of the highest placement rates of all majors.		
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	Comment I find the learning outcomes appropriate. Specifically, the focus on critical thinking, ethics, and the desired outcome to be culturally knowledgeable. These demonstrate rigor appropriate in conjunction with a baccalaureate program.		
c) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?		
	Comment The proposed curriculum appears to directly align with the needs as presented. First, a baccalaureate degree in the funeral service discipline, will prepare students for a career today, and future opportunities, and furthermore the funeral service industry is in need of highly qualified		

	candidates. It is also true that increasing educational opportunities is consistent with Strategic Master Plan for Higher Education.
d) Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees? Comment Absolutely. Expanding knowledge into the critical areas of managerial accounting and economics are fundamental to the desires of industry leaders. Additionally, taking core elements of public health and grief and behavioral psychology are particularly relevant. Specific rigor will no doubt depend on specific instructors.
e) General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements? Comment Yes, these seem consistent with a baccalaureate program.
f) Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs? Comment I firmly believe the answer to this question is yes. I base this on the reality that we commonly have students graduate from our institution with a B.S. in Funeral Service, and move into various graduate programs and are successful.
g) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum? Comment

	Yes, provided the doctoral degrees in progress are completed in a timely fashion.
h) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities? Comment As can best be determined from the documents provided, I would say it appears the support is currently in place. I do warn that this is a segment that will require constant attention, especially with the ebb and flow of student enrollments.
i) Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations? Comment I am unaware regarding the advisory board status.
j) Overall assessment and recommendations	Please summarize your overall assessment of the program. Comment I am very impressed with the proposal and excited that another step is being taken to improve the overall educational experience of funeral service professionals. I will be watching the progress of this proposal.
Reviewer Bio or Resume Evaluator, please insert a short bio here. See attached document. Dr. John Fritch has been a licensed Funeral Director for over 20 years and has been teaching in Funeral Service Education for 10 years. Dr. Fritch has dedicated his research in the area of attributes associated with successful academic programs. He has performed numerous lectures on the subject matter. In addition to his role as Department Chair of the Department of Funeral Service Education, Dr. Fritch has also authored two textbooks being currently used in Funeral Service Education programs throughout the country. He also serves the American Board of Funeral Service Education as the Secretary of the College and University Council and a member of the Curriculum Committee.	

JOHN BRADLEY FRITCH, Ph.D.

Oklahoma Embalmer License # 3097

Oklahoma Funeral Director License # 2714

3412 Partridge Road, Oklahoma City, OK 73120

Cell: 405.226.3155 Office: 405.974.5195 email: jfritch@uco.edu

Education

OKLAHOMA STATE UNIVERSITY, Stillwater, OK

Doctor of Philosophy, Educational Leadership and Policy Studies, December 2011.

UNIVERSITY OF CENTRAL OKLAHOMA, Edmond, OK

Master of Education, School Administration, May 2006.

UNIVERSITY OF CENTRAL OKLAHOMA, Edmond, OK

Bachelor of Science, Funeral Service, July 1996.

UNIVERSITY OF KANSAS, Lawrence, KS

Bachelor of Arts, Economics, May 1993.

Teaching Experience

8/07 – Present

University of Central Oklahoma, Edmond, OK.

Courses Taught

FNRL 4910 – Seminar in Funeral Service.

FNRL 4930 – Independent Study.

FNRL 3204 – Embalming.

FNRL 3304 - Restorative Art.

FNRL 3304L - Restorative Art Laboratory.

FNRL 4118 - Practicum in Embalming & Funeral Directing

FNRL 3483 - Psychology of Grief

FNRL 4522 – Board Review.

FNRL 1211 – Orientation to Funeral Service.

FNRL 3374 – Funeral Home Management I.

FNRL 4214 – Funeral Home Management II.

Administration Appointments

Interim Chair, Department of Funeral Service Education – fall 2011

Department Chair, Department of Funeral Service Education – Elected, spring 2012, and reelected, spring 2016.

Sigma Phi Sigma, student organization sponsor – fall 2011-spring 2016

Research Interest

I have broad interests in educational quality, particularly the study of attributes associated with successful academic programs. Specifically, I am interested in program quality determination through the examination of the relationship between established educational correlates and program quality in funeral service education.

Published Manuscripts:

Fritch, J.B. & Miller, J.M. (2011) An examination of the baccalaureate degree and related skills sets in funeral service education. *Journal of Funeral Service Education*, 14 (1), 43-57.

Fritch, J.B. (2014) The search for quality correlates in funeral service education. *Journal of Funeral Service Education*, 15 (1), 4-44.

Fritch, J.B. (2014) From concept to implementation: The development of a reliable and Valid instrument to evaluate quality in funeral service education. *Journal of Funeral Service Education*, 15 (1), 45-67.

Steward, G., Fritch, J.B., & Spomer, J.C. (2016) Standing room only: The contentious crematory debate in the sleepy town of Bethany, OK. *Journal of Funeral Service Education*, 16 (1), 4-30.

Fritch, J.B. (2016) Continually searching for quality correlates in funeral service education: Expanding the research population seeking statistical significance and enhanced predictability. *Journal of Funeral Service Education*, 16 (1), 31-64.

Steward, G., & Fritch, J.B. (2017) The crematory debate: Key framing processes. *Journal Of Funeral Service Education*, 17 (1), 4-35.

Textbooks Authored

2015 Fires of Change: A Comprehensive Examination of Cremation. Co-Authored with Jason Altieri. Published by Funeral Service Education Resource Center.
ISBN: 978-0-692-40265-8

2016 One World: Sociology & Funeral Service. Co-Authored with Gary Steward Jr. Published by Funeral Service Education Resource Center.
ISBN: 978-0-692-67592-2

2016 One World: Sociology & Funeral Service, E-Book. Co-Authored with Gary Steward Jr. Published by Funeral Service Education Resource Center.
ISBN: 978-0-692-73588-6

Research Presentation:

The Search for Quality Correlates in Funeral Service Education, presented at the Rocky Mountain Educational Research Association Conference, fall 2013.

Professional Presentations:

Presented three continuing education courses for the Oklahoma Funeral Directors Association, 2016.

Oklahoma Continuing Education Seminars. Sponsored by: Ray Fransisco Companies & Oklahoma Mortuary Services. Presentations made in Oklahoma City and Tulsa, 2014, 15 & 16.

Talking Internships and Educational Reform (TIER) a presentation to the New Jersey State Funeral Directors Association, 2014

Presented at the 45th Annual Meeting of Rocky Mountain Educational Research Association. Paper Topic: The Search for Quality Correlates in Funeral Service Education, 2013.

International Conference of Funeral Service Examining Board Regional Meeting. Online Education Trends, Advantages, Disadvantages & Student Performances, 2011

Dissertation, Published on ProQuest Dissertation and Theses:

Beyond Accreditation: What Defines a Quality Funeral Service Education Program? An Investigation of the Relationship between Educational Correlates and Program Quality in Funeral Service Education.

Funeral Service Education National Service

Co-Editor of the Journal of Funeral Service Education. Vote took place at the annual UMSEA meeting in Minneapolis in conjunction with the ABFSE Annual Meeting.

Elected to the American Board of Funeral Service Education Curriculum Committee, 2014-17.

Elected Secretary of University Mortuary Science Educational Association (UMSEA), 2016.

Elected Secretary of College and University Council, 2016

New Jersey State Funeral Directors Association, T.I.E.R. Task Force Member, spring 2014

American Board of Funeral Service Education, 54nd Annual Conference, April 2016. Houston, TX – Attendee

American Board of Funeral Service Education, 53rd Annual Conference, April 2015. Jacksonville, FL – Attendee

American Board of Funeral Service Education, 52nd Annual Conference, April 9-12, 2014. Minneapolis, MN – Attendee

University of Central Oklahoma Department of Funeral Service Representative at the Oklahoma Funeral Directors Association Convention, spring 2012, spring 2013 & spring 2014

Chair of the UCO Funeral Service Alumni breakfast in conjunction with the 2014 Oklahoma Funeral Directors Association Convention, spring 2014

University of Central Oklahoma Department of Funeral Service Representative at the Kansas Funeral Directors Association Convention, spring 2014

National Board Exam Scholarship Committee in conjunction with the International Conference of Funeral Service Examining Board, spring 2011, spring 2012, spring 2013 & spring 2014

Hilgenfeld Family Foundation Curriculum Workshop, Committee Member, spring 2013

American Board of Funeral Service Education, 51st Annual Conference, April 10-13, 2013. San Antonio, Texas - Attendee

American Board of Funeral Service Education, 50th Annual Conference, April 18-21, 2012. Atlanta, Georgia – Attendee.

University Mortuary Science Education Association, J.M. Nolte Scholar Award, Selection Committee Member, 2012-2013.

University Mortuary Science Education Association, J.M. Nolte Scholar Award, Chairperson of Selection Committee, 2011-2012

Grants

Awarded the Service Corporation International Advancing Mortuary Science Education Grant, fall 2011

Awarded the Oklahoma Funeral Directors Association Distance Grant, fall 2015

Committee Membership

Merit 2.0 Action Team, spring 2014

College of Mathematics and Science Assessment Committee, 2012-2013 & 2014-2015

Neely Excellence in Teaching Award, Selection Committee spring 2013

Department of Nursing Interview Committee, Member spring 2014

Department of Nursing Interview Committee, Member spring 2013

Department of Nursing Interview Committee, Member fall 2012

Leaders and educators Academic Forum: Participant, fall 2011, fall 2012, fall 2013 & fall 2014
UCO Internal Internship Advisory Board, spring 2013

Central Oklahoma Regional Science Fair Judge – spring 2012, spring 2013, and spring 2014

Department of Funeral Service Education Scholarship Committee – spring 2012, spring 2013, and spring 2014

Flex-Ed Planning Committee – spring 2012

Desire to Learn Pilot Project, Committee Member, spring 2012

College of Mathematics and Science Commencement Ceremony, Faculty Marshall, spring 2013 & spring 2014

Honors, Activities & Associations

Team Gabriel Benefit, Founder and Chairperson

Bishop McGuinness High School Alumni Association, Past President

Professional Embalmer, State of Oklahoma

Licensed Funeral director, State of Oklahoma

St. Anthony Foundation, Co-Chair of Auction Committee for the 2010 Saints Ball

St. Anthony Foundation, Co-Chair of Sponsorship Committee for the 2007 Saints Ball

Who's who Among America's Teachers, Biography published in the sixth edition, 2000.

University of Central Oklahoma Alumni Association, Class of 1996 Spokesperson

University of Kansas K-Club, Member

College Name:	Lake Washington Institute of Technology	BAS Degree Title:	Funeral Service Education
Reviewer Name/ Team Name:	Michael P. LuBrant, Ph.D.	Institutional or Professional Affiliation:	University of Minnesota, Program of Mortuary Science
Professional License or Qualification, if any:	Licensed as a funeral director (mortician) in Minnesota.	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			
k) Concept and overview	<p>Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?</p> <p>Comment From the description of courses outlined in the prospectus, the proposed degree program appears to be appropriate for baccalaureate-level education in mortuary science. The proposed curriculum is impressive in that there are several courses aligned to needs of business management (economics, accounting, professional relationships, etc.) in addition to science and technical coursework required for the appropriate handling of human remains and the process of funeralization. Without having course syllabi (outlining course requirements) to review, I am not able to comment on the academic rigor of the proposed courses. Likewise, I do not know if there are particular regional employer demands that may / may not be met by the proposed curriculum. For example, it is my understanding that the Pacific Northwest has one of the highest cremation rates in the country. A question I have is this: To what extent have employers reviewed the curriculum and offered their feedback with respect to its adequacy in meeting workforce needs? Much of what is presented appears to prepare individuals for roles in leadership and management. If this is where workforce vacancies are, then the proposed course offerings appear to be solid. If, however, employers of prospective graduates are looking principally for people to make funeral arrangements, create services and/or function in a “celebrant” capacity, a question I would have is this: To what extent does this curriculum address <i>these</i> needs? This is a question, I think, best posed to prospective employers. Likewise, it would be the</p>		

	employers who would best be able to inform you about college-level workforce preparation expectations.
l) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment It is clear that a great deal of thought went into the development of the program learning outcomes noted on page 5 of the Program Proposal document. Given the depth and breadth of the DLOs, there is able opportunity to create a vibrant and engaging curriculum appropriate for the baccalaureate degree level of higher education. The extent to which coursework is academically rigorous will, of course, depend on individual class requirements, the academic preparation of the faculty, and overall expectations of the institution. From what I know of the current faculty’s academic preparation and expectation of student achievement, it appears the college has a solid foundation upon which to build a very good program.</p>
m) Curriculum Alignment	<p>Does the curriculum align with the program’s Statement of Needs Document?</p> <p>Comment The proposed curriculum appears to align with the Statement of Needs (SON) document. I did, however, have a couple of questions that came to mind as I read the SON document. For example, under Pathways Goal #1, it is stated that the proposed BAS degree would provide a pathway to a “well-paying occupation that can provide the backbone for a prosperous household able to manage the high cost of living in the Puget Sound region.” (p. 5.) Based on data we gather from our graduates (University of Minnesota), we found that for our year 2015 graduates, average starting salary (with a B.S. degree in mortuary science) was \$35,154, approximately 30% lower than the average starting salary of all baccalaureate-degree graduates nationally \$50,561. Perhaps salaries are significantly higher in your region of the country. If a comprehensive mortuary science practitioner salary study has not been done in your area, it might be helpful to do so. Likewise, under Statement of Need – Criteria #2 (bottom of page 5), it is stated that “the broad funeral services community is moving towards the expectation that managers possess at least a bachelor’s degree.” Question: How do you know this to be true? There is a significant amount of language in this document that speaks of managerial preparation. Do you have evidence that there is a demand for graduates to assume managerial roles in the communities they plan to serve? Again, I can only speak from my experience here, but the majority of employers who recruit from our student population are not looking to hire graduates to assume managerial roles – at least not immediately. However, I completely agree that individuals who are trained to think critically – something I think is evident as a key goal of the proposed curriculum – would be beneficial to the profession of funeral service. My only caution is to be as certain as you are able at this time to know</p>

	what the expectations of the people looking to hire your graduates are, and that the curriculum is designed to meet these expectations.
n) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment As previously discussed, the descriptions of the courses appear to me to align with employer demands, to the extent that I see parallels with the curriculum we offer at the University of Minnesota, which has been designed in consultation with advisory board members who are morticians. I would recommend that you seek additional input from practitioners (I trust you have) about questions related to relevance. Given regional differences in mortuary practices, I am not sure I am the best person to comment on relevancy beyond what I have already noted. Likewise, without seeing actual course syllabi explaining course requirements, I am not able to comment on the extent to which the proposed courses demonstrate academic rigor for baccalaureate-level education.</p>
o) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment</p> <p>The proposed general education requirements appear to be suitable for baccalaureate degree education. Without course syllabi to review, I am not able to comment on the extent to which the general education courses meet breadth and depth requirements. Also, I am not sure what these requirements look like at your institution, so perhaps it would be best for whichever office / organization at your institution reviews courses for breadth and depth to offer an opinion here.</p> <p>My only counsel would be to offer as much flexibility as possible for students to meet the general education requirements. The courses noted on p. 12 all sound very interesting and I can see connections to mortuary science. Are there other courses that might be options to consider, as well?</p>
p) Preparation for Graduate	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment</p>

<p>Program Acceptance</p>	<p>Because I do not administer a graduate degree program, I am not sure if I am qualified to answer this question. It appears you have already run the proposed program by administrators who run graduate programs and are interested in pursuing possible articulation agreements. To that end, you are off to a good start in answering your question. I would defer to the administrators of these graduate programs for a response.</p>
<p>q) Faculty</p>	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment</p> <p>Yes, faculty qualifications appear to be adequate to teach and continuously improve the curriculum. To the extent that the doctoral degree programs being pursued by Ms. Cameron and Mr. Hammond include coursework in program planning and evaluation (and also curriculum and instructional design), the institution should be well positioned to have senior faculty and administration who have been academically prepared to meet this requirement.</p>
<p>r) Resources</p>	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment</p> <p>I am not able to answer the question about the extent to which the college has adequate resources to sustain the proposed program, as I have not seen documents such as comprehensive program and institution budgets, other high-level financial planning documents, etc. This is a question best directed to the CFO of the institution.</p>
<p>s) Membership and Advisory Committee</p>	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p> <p>Comment</p> <p>I do not know the answer to this question.</p>

<p>t) Overall assessment and recommendations</p>	<p>Please summarize your overall assessment of the program.</p> <p>Comment</p> <p>I want to commend Lake Washington Institute of Technology for taking the initiative to investigate the possibility of establishing a baccalaureate-level funeral service education program as part of its degree offerings. As was discussed in the Statement of Need document, we have far too few baccalaureate degree programs in funeral service in the United States at a time when a bachelor’s degree has emerged as the entry-level academic credential in the majority of professional occupations. Having a funeral service education program offering a bachelor’s degree in your region of the country can only have the effect of elevating the profession of funeral service in the communities that would be served by its graduates. Funeral service can only be advanced by greater educational opportunities for practitioners. You are off to a good start.</p> <p>You know better than me the extent to which practitioners believe this degree program would be of value to workforce needs in your area. Moving forward, I would advise you to take full advantage of an advisory planning board – something I am assuming you have in place already. Be sure to have on this board stakeholders from across your state, and also from surrounding states. Also, be sure to include stakeholders such as vendors, tissue recovery organizations, and allied organizations such as cemeteries and crematories. We have a diverse group of stakeholders on our Advisory Board, and their ideas, suggestions, and feedback have been of inestimable value as we have looked to make policy decisions about the operation and direction of our program.</p> <p>I would also urge you to be cautious as you consider your admissions criteria. We have found it best to have flexibility as we consider each individual application. I note that on p. 16 of the Program Proposal document you state that “The GPA will be the most heavily-weighted criteria, followed by cover letter and resume.” Whereas we do use a scorecard of sorts to assist us in rating applications, we use scores on individual criterion only as a guide to frame our admissions discussions and not as an absolute means of ranking candidates. Over the years, we have noted several instances of applicants who had an outstanding personal statement and excellent letters of recommendation, but whose grade point average was not as high as that of other applicants whose letters of recommendation and/or personal statements led us to question their commitment to, and understanding of, the profession of funeral service. In these cases, we often would favor offering admission to an applicant with a lower grade point average, who demonstrated outstanding promise as a funeral director. As you go about planning, I highly recommend that you allow yourself flexibility as you consider admissions criteria and the weight thereof. You will</p>

learn much about what does, and does not work as you build your program. As they say, Rome was not built in a day.

Finally, I would offer that you are very fortunate to have excellent administrative staff and faculty in mortuary science at your institution. I have worked with Jamye Cameron on a number of projects with the American Board of Funeral Service Education over the past several years. She is a passionate, committed educator who cares deeply about the profession of funeral service and the success of her students. Likewise, I know Kevin Hammond from his work in funeral service in Minnesota. Kevin has had a few conversations with me about funeral service education opportunities over the years. I am delighted to hear that he is at Lake Washington, and I trust he is doing well in his teaching work there, as he was known to be an excellent funeral director back here in Minnesota. You have strong faculty, which no doubt will be of tremendous value to your school as you consider the establishment of a baccalaureate degree program. Please accept my best wishes for your success in moving forward. If I may be of any further assistance, please do not hesitate to contact me.

Sincerely,
Michael LuBrant, Ph.D.
Director, Program of Mortuary Science
University of Minnesota

Reviewer Bio or Resume

Evaluator, please insert a short bio here

Dr. Michael LuBrant has held Funeral Director licensure for 23 years; licensed in the states of New York, Indiana and Minnesota. He began his teaching career at San Francisco College of Mortuary Science in 1996. In 1999, he began teaching at the University of Minnesota Medical School's Mortuary Science Program. Dr. LuBrant demonstrates his dedication to Funeral Service and Funeral Service Education by participating in local, state, regional, and national Funeral Service organizations. He has conducted several lectures and workshops for various Funeral Service organizations. He also serves the American Board of Funeral Service Education as the Nominations Committee Chair and the College and University Council President.

Curriculum Vitae
Michael P. LuBrant
Director, Program of Mortuary Science
University of Minnesota
Medical School

1. Contact Information

- a. Office: A-275-1 Mayo Building
- b. USPS: MMC 740, 420 Delaware Street S.E., Minneapolis, MN 55455
- c. Voice: (612) 624-3980; e-mail: mpl@umn.edu

2. Appointment History

a. Administrative

- i. Director, Program of Mortuary Science, Medical School Administration, University of Minnesota, Minneapolis, MN. (Nov. 2002 - present) ii. Acting Director, Program of Mortuary Science, University of Minnesota, Minneapolis, MN. (May 2001 – Oct. 2002)

b. Academic

- i. Assistant Professor, Program of Mortuary Science, Medical School Administration, University of Minnesota, Minneapolis, MN. (2000 - present)
- ii. Instructor, Program of Mortuary Science, Department of Cell Biology and Neuroanatomy, Medical School, University of Minnesota, Minneapolis, MN. (1999 – 2000) iii. Instructor, San Francisco College of Mortuary Science, San Francisco, California. (1996 – 1997)

3. Certification and Licensure

- a. International Conference of Funeral Service Examining Boards
 - i. (Passed National Board Examination, 1991)
- b. Licensed as Mortician in Minnesota by MN Department of Health (April 1999)
- c. Licensed Funeral Director, Indiana Board of Professional Licensing (July 1997)
- d. Licensed Funeral Director, New York State Department of Health (December 1994)
- e. Certified as Eye Enucleation Technician, MN Lions Eye Bank, Minneapolis, MN (February 1999)

4. Education

- a. A.A.S. Mortuary Science; Hudson Valley Community College, Troy, NY (1991)
- b. B.A. Religious Studies; State University of New York, Albany, NY (1992)
- c. M.A. Theology; St. Bernard's Institute, Rochester, NY (1996)
- d. Ph.D. Educational Policy and Administration; University of Minnesota, Minneapolis, MN, (2013).

5. Administrative Responsibilities

- a. Handle all daily administrative tasks of operating the mortuary science program, including general and professional correspondence, faculty development, student activities, and fiscal maintenance of program operating on a budget of approximately \$480,000.
 - i. The Program enrolls junior and senior undergraduate students.
 - ii. Approximately 32 students begin the program each year, total enrollment ranges from 50 to 60 students per term, depending on student demographics.
 - iii. The staff consists of approximately 10 full- and part-time faculty members, and one full-time administrative support position.
- b. Recruit students completing first baccalaureate degree; provide academic and program planning advising for prospective students, conduct interviews, give tours, and make sure that program literature reaches interested parties.
- c. Recruit second-career students into the accelerated one-year B.S. degree completion option track for advanced standing students.

- d. Chair program's Admissions Committee; supervise all admission-related activities, including intra-university transfers, and new student applications.
- e. Oversee all program hiring and faculty performance evaluation. Since 2001, have been responsible for increasing faculty size and diversity from three male faculty members to 12 full- and part-time faculty members. Faculty diversity is now equitably distributed by gender; a faculty member of color has been recruited and teaches coursework related to cultural competencies surrounding death and dying.
- f. Oversee all development and fund raising activities for Program, in conjunction with the Minnesota Medical Foundation.
- g. Work with the Minnesota Department of Health, Mortuary Science Section; developed and maintain protocols and procedures for operating the Clinical Rotation program.
- h. Oversee and develop alumni-related activities for the Program.
- i. Maintain all clinical affiliation agreements with funeral homes in Minnesota; solicit new clinical sites from funeral homes not presently affiliated with the clinical program.
- i. Provide on-site clinical education training for student preceptors at local funeral homes
- j. Oversee the student advising program, insure that students have competent advisers, involve all faculty and administrative staff in the advising process.
- k. Designed and built a 10-station computer lab for student and continuing education use; maintain hardware and software for lab; maintained hardware and software for approximately 20 computers used by program faculty, staff, and students (2001-2011).
- l. Maintain Program's website; develop content for web pages; insure that content on Program's website, as well as University websites, is accurate and updated regularly.
- m. Oversee the administration of the Program scholarship funds; solicit scholarship applications; coordinate the committees responsible for choosing scholarship recipients.

- n. Maintain and oversee all Program and office teaching spaces, including general maintenance, purchase of new equipment and supplies, repairs, etc. Space includes all of Suite A-275 Mayo Building and rooms 2-121, 2-125, and 5-125 in Jackson Hall.
- o. Maintain all documents and activities related to accreditation by the American Board of Funeral Service Education, an agency recognized by the U.S. Department of Education. Successfully oversaw the process of Program reaccreditation in 2004 and 2011.
- p. Attend conventions of regional funeral director associations on behalf of the University. Exhibit at annual conventions of MN, ND, and WI state funeral director associations.
- q. Attend Minnesota Funeral Directors Association Annual District Meetings, discuss mortuary science program with stakeholders throughout MN, work to secure support for program from stakeholders in the field.

6. Teaching Responsibilities

- a. MORT 3019: Funeral Practice II (Spring Semester) (2012 – present)
 - i. Theory and history of funeral practice from Civil War to today
 - ii. Lead field trips to local churches – facilitate simulated funeral experiences so that students can gain confidence leading funeral ceremonies prior to clinical rotations
 - iii. Facilitate panel discussions about changes and emerging trends in funeral service
- b. Clinical Rotations (Fall, Spring, and May Session, yearly, 2001 – 2010)
 - i. Placed 32 – 40 students at clinical sites
 - ii. Worked with preceptors to confirm placements
 - iii. Maintained all course paperwork / legal documents required of the MN Department of Health and the Program’s accrediting agency, the American Board of Funeral Service Education
 - iv. Insured course objectives are met and tasks properly completed
 - v. Handled disciplinary problems when they would arise
 - vi. Facilitated weekly discussion sessions with small student cohorts

- c. Funeral Service Seminar (2000 – 2002)
 - i. Arranged for guest speakers
 - ii. Conducted field trips and tours

- d. Embalming and Restorative Art (1998 – 2001)
 - i. Taught all theory and lab sessions
 - 1. Maintained all lab spaces
 - 2. Maintained all required reports for accrediting agency

- e. Funeral Service Practicum (1998 – 2001)
 - i. Visited students at clinical sites
 - ii. Discussed student progress with preceptors
 - iii. Maintained student records

7. Service Activities and Professional Affiliations

- a. Health Careers Center: Participation in approximately 6 guest lecture / career fair activities each year (2004 – present).
- b. School of Nursing: Presentations to nursing school students on the topics of death and dying. Typically 2 presentations per year. (2001 – present).
- c. Center for Health Interprofessional Programs (CHIP) Faculty Advisory Council (2001 – present).
- d. University Senate’s CCSB Student Behavior Committee (1999 – 2005).
- e. President’s Distinguished Faculty Mentorship program (2001).
- f. Allied Health Directors’ Institute (2001 – 2003).
- g. Experiential Education Director’s group (2001 – present).
- h. Minnesota Funeral Directors Association (1999 – present).

- i. Arrowhead Funeral Directors Association (2004 – present)
- j. North Dakota Funeral Directors Association (2001 – present)
- k. National Funeral Directors Association (1999 - present).
- l. International Cemetery, Cremation, and Funeral Association (2005 – present)
- m. Living and Learning Communities group for Health Science Students (2001 – present).