



UNIVERSITY OF WASHINGTON
CREATING AND CHANGING UNDERGRADUATE
ACADEMIC PROGRAMS

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|--|-------------------------------------|-----------------|
| College University of Washington Tacoma | Department or Unit Urban Studies | Date 6/24/08 |
|--|-------------------------------------|-----------------|

New Programs

Leading to a Bachelor of _____ in _____ degree.

Leading to a Bachelor of Arts degree with a major in Sustainable Urban Development

Leading to a _____ Option within the existing major in _____

Leading to a minor in _____

Changes to Existing Programs

New Admission Requirements for the Major in _____ within the Bachelor of _____

Revised Admission Requirements for the Major in _____ within the Bachelor of _____

Revised Program Requirements for the Major in _____ within the Bachelor of _____

Revised Requirements for the Option in _____ within the major in _____

Revised Requirements for the Minor in _____

Other Changes

Change name of program from _____ to _____

New or Revised Continuation Policy for _____

Eliminate program in _____

Proposed Effective Date:

Quarter: Autumn Winter Spring Summer **Year:** 20 09

| | | |
|--------------------------------|-------------------------------------|---|
| Contact Person Brian Coffey | Contact's Phone 253 - 692 - 5882 | Contact's Email bcoffey@u.washington.edu |
|--------------------------------|-------------------------------------|---|

EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE

For new programs, please include any relevant supporting documentation such as student learning outcomes, projected enrollments, letters of support and departmental handouts. (Use additional pages if necessary).

See attached proposal

CATALOG COPY

Catalogue Copy as currently written. Include only sections/paragraphs that would be changed if you request is approved. Please cross out or otherwise highlight any deletions.

PROPOSED CATALOG COPY

Reflecting requested changes (Include exact wording as you wish it to be shown in the printed catalog. Please underline or otherwise highlight any additions. If needed, attach a separate, expanded version of the changes that might appear in department publications)

See attached

SIGNATURES (required)

Chair/Program Director

Date

R. C. Stacy

June 24, 08

Dean

Date

Beth Rushing

7/1/08

College Committee

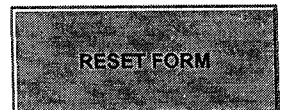
Date

Michael C. Patton

7/11/08

Faculty Council on Academic Standards

Date



Catalog copy

Bachelor of Arts in Sustainable Urban Development

Overview

The Sustainable Urban Development program focuses on important issues and challenges facing metropolitan areas in the twenty-first century. Coursework includes sustainable development policies and practices within the context of urban growth and development. Contemporary metropolitan problems, issues, and themes such as sprawl, environmental protection, transportation policy, smart growth, social equity, and new urbanism are examined from policy and planning perspectives. The major builds on skills generated by discipline-based study, but also makes it possible to address linkages between people in the social, natural, and built environments. Students work on real-world challenges using various approaches focused on the interaction of environmental, economic and social systems. Based in the Urban Studies program at UWT, but drawing on the resources of the campus as a whole, the degree is suitable for students inclined toward social science, environmental studies, public affairs, and urban planning. Graduates will be able to move on to graduate-degree programs or gain employment in areas such as local, state and federal government as well as private consultancies and community advocacy organizations.

Educational Emphasis

The goals of the major are:

- To provide students with a broad but concrete understanding of the various linkages between urban ecosystems, urban systems (planning, transit, energy, etc.) and the multi-dimensional problems of urbanization, especially as these relate to public policy and urban advocacy;
- To equip students with knowledge and skills necessary to pursue careers related to the multifaceted and interconnected nature of sustainability problems and the dynamics of urban development;
- To serve as a resource, through service and research, to communities in the South Sound region.

The objectives of the major are:

- To provide students with a holistic view of urban sustainability and an understanding of the practical application of their classroom experience;
- To instill an awareness of the interconnectedness of the environment, economics and social equity, and their importance in creating sustainable urban centers;

- To create an interdisciplinary curriculum that provides students with an understanding of all facets of sustainability in an urban setting and allows them to solve complex problems in a variety of settings;
- To equip students with practical experience, deep theoretical background, the ability to solve complex problems, and comprehension of the newest technologies.

Upon completion of the major, student will be able:

- To approach urban sustainability with a multi-disciplinary background;
- To apply innovative approaches to complex problems involving a variety of issues;
- To compare and contrast the impacts of urban development on all parts of the urban setting and sustainability;
- To demonstrate effectiveness in written and oral communications skills, critical thinking, and application of theory;
- To demonstrate appreciation for all aspects of sustainability issues, regardless of specialty, and the complex solutions required for success in the field.

Admission Requirements

The program will admit a maximum of 30 students each year. Normally applicants will be considered for admission only for autumn quarter. A minimum gpa of 2.5 and a minimum of 40 college credits are required.

Curriculum

The curriculum of the Sustainable Urban Development program consists of a set of required core courses and electives that students can choose with their adviser. Through the core courses and electives students will be able to tailor their studies to emphasize specific aspects of sustainable urban development. Classes will be drawn from different disciplines, including Urban Studies, Environmental Science, and Interdisciplinary Arts and Sciences. With the counsel of their program advisor, students may choose to focus on planning, policy, or environmental science themes. Alternatively, students may choose a combination of courses from some or all of these areas.

Required credits: 39 credits of Core
 5 credits of internship/seminar/case studies
 20 credits of planning/policy/environmental electives

64 credits

Core courses:

[39 credits]

- TURB xxx Introduction to Sustainability 3 credits
- TURB 231 Introduction to Urban Planning 5 credits
- TURB xxx Sustainable Urban Development Policies 5 credits
- TURB xxx Urban Systems and Sustainability 5 credits
- TURB xxx Urban Ecology 5 credits
- TURB xxx Sustainable Community Planning and Design 5 credits
- TURB 440 The City and Nature 5 credits
- TGIS 311 Maps and GIS 6 credits

Student must also select 20 credits from the areas below in consultation with an advisor:

I. Planning Practices and Techniques

- TURB 335 Community Development 5 credits
- TURB 321 History of Planning Theory and Practice 5 credits
- TURB 350 Introduction to Urban Research 5 credits
- TURB 479 Plng. and Dev. in the Puget Sound Region 3 credits

II. Policy

- TEST 333 Environmental Policy Applications 5 credits
- TESC 345 Pollution and Public Policy 5 credits
- TURB 410 Environmental Equity 5 credits
- TURB 415 Urban Government 5 credits
- TSMUS 421 Environmental Policy 5 credits
- TCSIUS 438 Environmental Law 5 credits
- THLTH 472 Human Health and the Environment 5 credits

III. Environmental Science

- TESC 239 Energy and the environment 5 credits
- TESC 321 Soils and environmental applications 5 credits
- TESC 343 The atmosphere and air pollution 6 credits
- TESC 362 Introduction to Restoration Ecology 7 credits
- TESC 431 Water Resources and Pollution 7 credits

Select one of the following culminating experiences

- TURB xxx Community Sustainability Internship 5 credits
- TURB xxx Capstone Seminar 5 credits
- TURB xxx Case Studies in Sustainable Urban Development 5 credits

NEW PROGRAM PROPOSAL

Institution: University of Washington, Tacoma
Degree-granting unit: University of Washington, Tacoma
Urban Studies
Degree (level): Undergraduate, Bachelor
Of (Type): of Arts
In (Major): Sustainable Urban Development

Mode of Delivery: **single campus/traditional classroom**
video
classroom **videotape** **internet/web** **other**
(check all that apply)

Proposed starting date: September, 2009

Academic Department Representative

(Name): Dr Brian Coffey
Title: Professor and Director
Address: University of Washington, Tacoma
1900 Commerce Street
Box 358430
Tacoma, WA 98402-3100
Telephone: (243) 692-5882
E-mail: bcoffey@u.washington.edu

Endorsement by
Chief Academic Office:

Date: May 25, 2008

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PROGRAM PROPOSAL

Bachelor of Arts in Sustainable Urban Development University of Washington, Tacoma

Summary: Drawing on extant resources in Urban Studies, Environmental Science, Interdisciplinary Arts and Sciences, and other programs, this proposal outlines a new Bachelor of Arts degree — Sustainable Urban Development — to be housed in the Urban Studies program at UW-Tacoma. The proposal seeks to provide students in the South Sound region with a critical and rigorous training designed to help them understand and manage the ecological and social aspects of urban development processes. The degree, possibly the first such academic program in the USA and one of the first in the world, will prepare students for careers in planning agencies, corporations adhering to sustainability practices, consulting firms, not-for-profit organization, and environmental/resource related agencies at the local, state, and federal levels of government.

I. PROGRAM NEED

A. Relationship to Institutional Role and Mission

The University of Washington, Tacoma (UWT) is transitioning from a branch of the University of Washington to a fully-developed metropolitan research university within the University of Washington's three-campus system. UWT has long offered high quality teaching and research with a tradition of public service and community involvement. The mission of UWT now includes providing expanded access to undergraduate and graduate education in the south Puget Sound region. This includes a major commitment to innovative approaches to teaching and learning, with an emphasis on student competencies in critical thinking, oral and written communication, working with diverse populations, substantive knowledge of society/environment relations, and tracing the real-world consequences of academic scholarship and debate.

UWT takes an interdisciplinary approach to this mission and, hence, encourages collaboration and cooperation between programs and academic units within the University, including between campuses. The proposed degree in Sustainable Urban Development strengthens the overall mission of UWT as a metropolitan research university as well as the interdisciplinary approach to higher education and is designed to meet UWT's responsibility to provide society with well-trained students whose knowledge and skills inform societal goals and that guide urban change towards more sustainable socio-natural environments.

Based in the Urban Studies Program, the proposed major will also draw on courses and faculty expertise in the Interdisciplinary Arts and Sciences Program, especially from the Environmental Sciences. In addition, the proposed major will also potentially draw on courses in Business, Social Welfare, and Nursing.

Many US colleges and universities have now recognized the importance of offering students options for studying aspects of sustainability. Courses are available to students that address the technical, political, and social issues related to sustainable approaches to development. However, fewer institutions currently offers programs with degrees in “Sustainable Development”, although students at institutions around the world are offered the option of selecting sustainability as a “concentration.” Moreover, very few institutions in the United States -- if any -- have yet offered an undergraduate major in sustainable urban development. In this sense, UWT would truly pioneer in an area of growing national and indeed international policy importance.

Appendix 1 provides a list of some institutions offering degrees or concentrations (Minor) in sustainability. Included are text excerpts and URL links describing the focus of the program of study offered to students.

Appendix 2 provides a list of community members potentially interested in and impacted by the proposed major.

Appendix 3 provides a list of Washington State initiatives and policies that give particular credence to the logic and overall societal demand for sustainability values and skills-sets.

B. Justification and Documentation of Need and Demand

Several factors provide justification for the proposed major. The most important factors include: (1) recent policy developments at both the state and local levels that call for a significant ‘greening’ of urban development in the region and thus a new demand for graduates that can play a fundamental role in shaping and directing sustainable urban forms in the south Puget Sound region; (2) UWT’s overall growth trajectory and urgent need for innovative new programs and majors; and (3) unmet student demand.

Overall policy context

Urbanization and metropolitanization of national populations are two of the most pervasive social forces now impacting the earth’s ecosystems, with effects that go well beyond local transformations of the economic and social landscape.

Sustainable Urban Development, then, has a decidedly global focus. Much has been written about the need to develop strategies and solutions for assisting emerging nations and economies in their efforts to manage growth in sustainable ways. Clearly, population trends are moving toward exponential urban growth. “A century ago, 10% of the world's population lived in cities. That figure is now 50%. By 2050 it will be 75%.”¹ It has been reported that “this demographic shift is mostly taking place in Africa and Asia, largely in low-income settlements in developing countries - much of it in the 22 ‘megacities’ whose populations will exceed 10 million and in some cases grow to more than 20 million by 2015.”² We can expect 59 African cities with populations between 1 million and 5 million, 65 such cities in Latin America, and 253 in Asia.

Within this overall global context, national, regional and local decision-makers are increasingly tasked with finding solutions that might mitigate the increasing challenges caused by population pressures in urban areas and the political and economic climate for addressing these challenges. Urban communities world-wide are faced with resolving issues around transportation management, drinking water supply, energy, housing and green space preservation. In the United States, the U.S. Green Building Council created a set of standards in 1998 titled the Leadership in Energy and Environmental Design (LEED). These standards provide guidelines and a rating system for green building construction and have led to thousands of projects focusing on sustainable construction. This commitment to green development has fostered a much higher awareness within the construction industry for including sustainable goals in new construction and existing building renovation. The need for a common measure of sustainability in urban development is enhanced by the fact more than 80 percent of the American population lives in metropolitan areas.³

The American economy has evolved into a series of clusters -- networks of firms that engage in the production of similar products and the provision of similar services. And firms within these clusters crave proximity to pools of qualified workers, to specialized services like legal or finance that often require face-to-face interaction, to infrastructure that enables mobility of people and goods, to other firms so that ideas and innovations can be rapidly shared. Density - the essence of urban places -- matters even more in the knowledge economy than it did in the industrial economy.⁴

¹ Hawthorne, Christopher. 2006. Architecture Review; Trying to tame the mega-city; The Architecture Biennale tackles the problems stemming from the great migration into cities. September 15, Calendar; Calendar Desk; Part E; Pg. 25

² Knickerbocker, Brad. 2007. World first: In 2008, most people will live in cities. Christian Science Monitor, January 12, USA; Pg. 25

³ Katz, Bruce. 2007. A Much More Urban America. The Washington Post, Washington DC, July 23, Financial; Pg. D03

⁴ Ibid

Indeed, the U.S. is now primarily a 'metro-nation,'⁵

But with America's dubious distinction as the most disproportionate user of global resources should come an equally weighty responsibility in dealing with the consequences. Starting here at home, we need to make environmental sustainability a national priority, and American consumers need more readily available environmentally-sound choices that they can afford.⁶

There is growing evidence that efforts to meet the challenge of "building green" are underway and having positive impacts on how projects are conceived and built. In 2006, it was estimated that \$15 billion (about 6% of the nation's non-residential construction) would be green⁷. Portland Oregon's \$2.2 billion South Waterfront project, rising from a decaying industrial site south of downtown, "signals a watershed in the green-building boom."⁸ Sustainability in urban development has become a component of both public and private sector projects. For example, a prominent part of Paul Allen's Vulcan Real Estate business property development strategy centers on "making a positive impact on the community through quality design; and protecting the environment through sustainable development that conserves natural resources and creates healthy places to live and work."⁹ They have followed through on this vision by developing projects such as South Lake Union's Alley 24 that contributes to "affordable and sustainable urban neighborhood(s)."¹⁰

In recent years, political and legislative interest in such knowledge and skills has grown exponentially at both the state and local levels. At the state level, the Governor has issued an executive order stipulating state goals for reducing carbon emissions, increasing clean energy sector jobs, creating, and complying with, codes that increase energy efficiency, and working with the public to alter behaviors that create our dependence on imported fuel. Washington State will therefore be in need of professionals trained to create innovative solutions and mobilize new knowledge of the interaction between urban landscapes and the broader environment. The Governor also calls for collaborative solutions by using the talents of private industry, public policy, and sharing resources with our neighbors.

⁵ Markham, Victoria. 2006. America's Supersized Footprint. Business Week, October 30, Outside Shot; Pg. 132 Vol. 4007

⁶ Ibid

⁷ Ritter, John. 2006. Building 'green' reaches a new level; Portland leads the way as 'eco-friendly' construction has gone mainstream. USA TODAY, July 27, NEWS; Pg. 1A

⁸ Ibid

⁹ Vulcan Website. Real Estate and Properties-Introduction.

<http://www.vulcan.com/index.asp?switcher=flash> (accessed December, 5 2007)

¹⁰ Eaton, Nick. 2006. Vulcan In New South Lake Union Deal ; Company To Build Homes On Property Bought From Pemco; [Final Edition]. Seattle Post Intelligencer, Jun 22, pg. E.1

At the municipal level, Tacoma is now a member of the U.S. Mayors Climate Protection Agreement. The agreement calls for cities to abide by the requirements set forth in the Kyoto Protocol for reducing greenhouse gas emissions. With the participation of UWT Urban Studies faculty, Tacoma is now developing a comprehensive plan that involves reducing greenhouse gas emissions by using many different city departments and encouraging community goals through incentive based programs and policies. The city is looking at areas they need to improve and is considering expanding a variety of programs to meet these goals. Graduates of the proposed program at UWT would be equipped with a range of skills to be able to address these and related issues and create innovative solutions in South Sound communities.

UWT growth

Between now and 2015 the UWT student population is expected to more than double in size, adding almost 3,000 upper-division FTEs and 400 graduate FTEs. Assuming the ratio of students to FTEs remains about the same, this translates into a total headcount growth of more than 4,300. While some of this growth will be absorbed by existing programs, including Urban Studies, it is clear that new academic programs and especially majors are needed to meet the growing academic demands of this future student population. In addition, new programs and majors must prepare students for rewarding careers that drive the economy by providing graduates that both public and private employers require. As the South Sound region continue to grow, putting still more pressure on the region's already fragile ecosystems, state and local policy and planning departments, not-for-profits, environmental agencies and organizations, and private consultancy and land-development firms will require creative workers with the skills, orientation, and training that a degree in sustainable urban development offers.

Student demand/interest

UWT now draws its students from local high schools and seven community colleges in the South Sound region. This region is growing at approximately 1.5% per annum, suggesting that Pierce County alone will likely reach one million total residents before 2020 (a population significantly larger than several US states). As Table 1 below shows, regional demand for UW programs with both environmental and/or urban components are strong.

Table 1. UW student demand for urban and environmental programs

| Urban/Environmental Undergraduate Course Enrollments | | | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|---------------|--------|
| | 2002/ 2003 | 2003/ 2004 | 2004/ 2005 | 2005/ 2006 | 2006/ 2007 | 2007/ 2008 | Totals |
| Community and Environmental Planning (UWS) | 389 | 369 | 339 | 390 | 436 | 426 | 2,349 |
| Environmental Science (UWT) | 678 | 771 | 702 | 681 | 785 | 1103 | 4,720 |
| Environmental Studies (UWT) | 40 | 55 | 50 | 50 | 46 | 114 | 355 |
| Urban Studies (UWT) | 541 | 445 | 456 | 515 | 495 | 684 | 3,136 |
| Environmental Health (UWS) | 439 | 529 | 472 | 580 | 697 | 788 | 3,505 |

In the summer of 2001, UWT established the Urban Studies Program, expecting no more than 70 majors by 2005, its fourth full year of operation. Instead, the program had over 110 majors that same year, exceeding initial projections by more than 50%. This broad interest in urban issues per se is matched by a growing level of interest in environmental problems. Environmental Studies is a popular program at UWT -- and many Urban Studies majors enroll in Environmental Studies courses; other students have taken a minor in Environmental Studies. Stronger academic links between these two small, but dynamic, programs on campus around the interdisciplinary theme of sustainable urban development would create an opportunity not presently available in the region, thereby providing new academic and career opportunities for students.

Employment

In part because of the policy shifts discussed earlier, employment opportunities that require skills and knowledge of both urban problems and environmental dynamics are increasingly common. The following table, for example, details recent job postings for employment positions related to urban planning that also have a strong sustainability focus.

| Job Title and Company | Location | Type/Function | Level |
|-----------------------|----------|---------------|-------|
|-----------------------|----------|---------------|-------|

| | | | |
|---|----------------------------|---|------------------------|
| Senior Environmental Scientist SAIC | <i>Richland, WA</i> | CSR/ Envir Mgmt Systems, Engineering, Scientific | Senior Level |
| Project Manager SAIC | Richland, WA | CSR/ Envir Mgmt Systems, Engineering, Scientific | Mid Level |
| Green Building Project Specialist Paladino and Company, Inc | Seattle, WA | Design & Construction, Program Management | Entry level |
| Associate Green Building Consultant Paladino and Company, Inc. | Seattle, WA | Design & Construction, Energy, Engineering | Mid Level |
| Clark County Watershed Restoration Field Team Clark Parks and Recreation | Vancouver, WA | Nat. Resources/ Restoration | Internship / Volunteer |
| Wind Power Project Engineer Global Energy Concepts | Lowell, MA; Seattle, WA | Energy, Engineering | Mid Level |
| Energy Analyst Global Energy Concepts | Lowell, MA; Seattle, WA | Energy, Engineering | Mid Level |
| Test Engineer Global Energy Concepts | Lowell, MA; Seattle, WA | Engineering | Mid Level |
| Field Technician Global Energy Concepts | Lowell, MA; Seattle, WA | Energy, Engineering, Information Technology, Skilled Labor/ Technical | Mid Level |
| Native Plant Corps Program Manager Student Conservation | Seattle, WA | Nat. Resources/ Restoration, Program Management, Scientific | Mid Level |
| Associate Director, Washington Water Policy | Seattle, WA | Nat. Resources/ Restoration, Outreach/ Advocacy, Policy | Mid Level |
| U.S. Green Building Council | Washington, DC | Design & Construction, Program Management | Mid Level |
| Policy Advisor, Promoting Green NYC NYC Mayor's Office of Long-Term Planning & Sustainability | New York, NY | Communications & PR, Program Management, Sales & Marketing | Mid Level |

| | | | |
|---|--------------------|--|-----------|
| Landscape Architect Koch Landscape Architecture | Portland, OR | Design & Construction | Mid Level |
| Project Architect/Designer Workshop/APD | New York, NY | Design & Construction | Mid Level |
| Sustainability Coordinator Baltimore City Department of Planning | Baltimore, MD | CSR/ Envir Mgmt Systems, Planning/ Land Use, Policy | Mid Level |
| Project Coordinator GreenShape LLC | Washington, DC | Consulting, Design & Construction, Engineering | Mid Level |
| Senior Manager, Sustainability Initiatives Belkin International, Inc. | Compton, CA | CSR/ Envir Mgmt Systems | Mid Level |
| Program Manager, Green Cities Project Student Conservation Association (SCA) | Pittsburgh, PA | CSR/ Envir Mgmt Systems, Program Management | Mid Level |
| LEED for Homes Program Manager | Washington, DC | Design & Construction, | Mid Level |
| LEED Accredited Professional GreenWorks Studio | Los Angeles, CA | Design & Construction | Mid Level |

Source: <http://www.sustainablebusiness.com/>

C. Relationship to Other institutions

Duplication

The proposed major in Sustainable Urban Development will not result in duplication within the University of Washington system nor in the State of Washington or even the Pacific Northwest. The Bothell campus does not offer any undergraduate programs that overlap with this proposal. Nor does Seattle have a major of this kind, although they do have an undergraduate degree entitled "Community and Environmental Planning." This program, while also serving a different geographical population than does UWT, takes a different approach than does the proposed major. CEP emphasizes the planning process while this major

focuses on urban development dynamics more broadly, especially as they overlap with the environmental sciences, one of the strengths on this campus.

Uniqueness of the program

No private or public college or university in Washington offers a BA or BS in Sustainable Urban Development. Again, this is likely one of the first undergraduate majors of its kind in the country and one of a handful in the world. Portland State University offers a minor in sustainable urban development, but not yet a major. The Evergreen State College offers a BA in Liberal Arts with urban and environmental topics, but these topics change from year to year and serve a narrower, more targeted group of potential students than does UWT.

II. PROGRAM DESCRIPTION

The proposed major will provide students with an opportunity to further their understanding of important issues and challenges in making cities and metropolitan regions more sustainable while also providing the foundation for advancing their professional and academic interests in the numerous opportunities now emerging in the region and the country. As one of the few undergraduate majors in urban sustainable development in the entire country, the proposed major builds on skills generated by discipline-based study, but also makes it possible to address linkages between people in the social, natural, and built environments. Students will work on real-world challenges using various approaches but focused on the interaction of environmental, economic and social systems. Based in the Urban Studies program, but drawing largely on the existing resources of the campus as a whole, the proposed degree will be most suitable for students inclined toward social science, environmental studies and urban planning. Graduates will be able to move on to graduate-degree programs or gain employment in areas such as local, state and federal government as well as private consultancies and community advocacy organizations.

A. Goals, Objectives, Student Learning Outcomes

Goals: Broadly defined, the goals of the proposed major are:

- To provide students with a broad but concrete understanding of the various linkages between urban ecosystems, urban systems (planning,

transit, energy, etc.) and the multi-dimensional problems of urbanization, especially as these relate to public policy and urban advocacy;

- To equip students with knowledge and skills necessary to pursue careers related to the multifaceted and interconnected nature of sustainability problems and the dynamics of urban development;
- To serve as a resource, through service and research, to communities in the South Sound region.

Objectives: The specific objectives of the proposed major are:

- To provide students with a holistic view of urban sustainability and the practical application of their classroom experience;
- To instill an awareness of the interconnectedness of the environment, economics and social equity, and their importance in creating sustainable urban centers;
- To create an interdisciplinary curriculum that provides students with an understanding of all facets of sustainability in an urban setting and allows them to solve complex problems in a variety of settings;
- To equip students with practical experience, deep theoretical background, the ability to solve complex problems, and comprehension of related technologies.

Learning outcomes: Upon completion of the major, student will be able:

- To approach urban sustainability with a multi-disciplinary background;
- To apply innovative approaches to complex problems involving a variety of issues;
- To compare and contrast the impacts of urban development on all parts of the urban setting and sustainability;
- To demonstrate effectiveness in written and oral communications skills, critical thinking, and application of theory;
- To demonstrate appreciation for all aspects of sustainability issues, regardless of specialty, and the complex solutions required for success in the field.

B. Curriculum

II. Policy

- TEST 333 Environmental Policy Applications 5 credits
- TESC 345 Pollution and Public Policy 5 credits
- TURB 410 Environmental Equity 5 credits
- TURB 415 Urban Government 5 credits
- TSMUS 421 Environmental Policy 5 credits
- TCSIUS 438 Environmental Law 5 credits
- THLTH 472 Human Health and the Environment 5 credits

III. Environmental Science

- TESC 239 Energy and the environment 5 credits
- TESC 321 Soils and environmental applications 5 credits
- TESC 343 The atmosphere and air pollution 6 credits
- TESC 362 Introduction to Restoration Ecology 7 credits
- TESC 431 Water Resources and Pollution 7 credits

Select one of the following culminating experiences

- TURB xxx Community Sustainability Internship 5 credits
- TURB xxx Capstone Seminar 5 credits
- TURB xxx Case Studies in Urban Sustainable Development 5 credits

Required Core Courses:

TURB xxx Introduction to Sustainability. This course provides a survey of the overall concept of sustainable development as a major global political challenge in the contemporary world. Examines the history of the concept, surveys the content of key international conferences and policies associated with current global sustainability goals, especially Agenda 21; introduces basic scientific debates around the concept of sustainability; explores conflicts between societies at different levels of economics development; and compares and contrasts the roles and techniques used by the private sector (firms) with public sector (governments, international organizations, etc.) to further sustainable development.

TURB 211 Introduction to Urban Planning. This course focuses on the role of urban planning in the spatial organization of cities and urban regions. It addresses the various schools of thought that have shaped the planning profession over the past century and surveys the important economic interests, cultural values, political debates, ecological concerns, and especially regulatory tools that relate to contemporary American planning. Planning specialties are covered and special attention is paid to “nuts-and-bolts” issues associated with planning practice at the level of the local municipality.

TURB xxx Sustainable Urban Development Policies This course provides an introduction to sustainable development policy tools as developed and applied at the federal, state, regional, and local levels. The course specifically examines the successes and failures of a range of policies designed to achieve sustainability. Particular attention is devoted to real-world case studies and to policy environments across governmental scales.

TURB xxx Urban Systems and Sustainability. This course examines the social, economic and environmental dimensions of sustainability in urban environments, with a focus on major urban systems governed by public authorities (transport, waste, open space, energy, etc.). Recent initiatives and programs that try to address the systematic challenges of urban sustainability from both developed and developing countries are studied and compared. Opportunities for avoiding unsustainable practices are also analyzed. This course thus covers spatial and non-spatial issues and policies that address the specific goal of sustainable cities.

TURB xxx Sustainable Community Planning and Design (currently TURB 460). This course focuses more narrowly on how contemporary urban planning and design practices are being influenced by overall sustainable goals, especially as this relates to the physical development of urban areas. Special attention is paid to recent innovations in green planning support systems; the preparation of green land-use and infrastructure plans and form-based codes; and urban designs that contribute to sustainability. The course utilizes local experts in the field of environmental planning, green architecture and ecological design.

TURB xxx Urban Ecology. This course offers a multidisciplinary approach to the study of dynamic interactions among human and ecological systems in urban settings. Its goal is to help students understand the processes of urbanization and urbanization’s impacts on the earth’s ecology. Specific themes include how socioeconomic factors and human preferences drive urban patterns and how these patterns affect ecological processes and cause ecological change.

TURB 440 The City and Nature This course examines connections between urban and environmental conditions by investigating the social and material production of urban nature. Challenges conceptual barriers between nature and the city that have evolved over time and considers new strategies for achieving both environmental sustainability and social justice in the city.

TGIS 311 Maps and Gis This course provides a foundation in map making and basic spatial analysis. GIS has become the most important methodological/analytical tool in the planning field. Further, it provides students with skills in visual/graphic displays of data and information.

Admission requirements. Admission to study at the University of Washington, Tacoma.

Course Sharing. The proposed program supports the interdisciplinary nature of the University of Washington, Tacoma by providing learners with the opportunity to take electives outside those offered by Urban studies faculty. This will decrease the number of new courses to be created in order to provide the major.

C Use of technology

No new technology requirements are needed to offer this major other than those already associated with FTE growth on the UWT Campus. However, technology will be applied to the new major in a variety of ways. At present, UWT has a full-range of computers in labs and classroom that are available for student use there are several labs and classrooms fully outfitted with computers, primarily PCs. Students will use these resources for the qualitative methods requirements, geographic information systems course and for individual research projects.

Courses will include assignments that require internet use to obtain data sets and other relevant information. In addition, students will make use of electronic library databases, course reserves and interlibrary loan recourses.

Faculty, staff and students make use of email for frequent communication, assignments, advising, and discussions. There are multiple opportunities for faculty development in the use of educational technology.

Digital cameras and related media tools will be utilized for instructional purposes as will the equipment in smart classroom. It is also anticipated that WebPages will be development for individual courses in order to enhance student's learning opportunities.

D. Faculty

The majority of faculty members within the Urban Studies program, including a new tenure-track position starting in Fall 2008, will contribute to the new major as will a number of IAS faculty members since a number of IAS courses serve as electives.

E. Students

Projected enrollments

| No. of students | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----------------|--------|--------|--------|--------|--------|
| Headcount | 18 | 37 | 55 | 73 | 73 |
| FTE | 15 | 30 | 45 | 60 | 60 |

Projected time for program completion

Projected time for program completion is two years full time students.

Diversity

As part of the Urban Studies program, at UWT, the proposed degree is committed to the principles of a diverse student population as articulated by the University of Washington. Every effort will be made to recruit and retain a diverse student body. UW seeks diverse applicants with respect to individual characteristics, experiences, culture, ethnicity, and physical abilities. The University of Washington has in place anti-discrimination policies that are reprinted in the University Handbook and disseminated to students, staff and faculty. Those affiliated with the proposed degree are strongly committed to implementing these policies.

Administration

In addition to support already provided by the Urban Studies program administrator and her administrative assistant, we are requesting an additional half-line staff person (see Budget).

III. PROGRAM ASSESSMENT

A. Program Outcomes and Assessment Plan

The purpose of evaluation is to reinforce or emphasize the goals and objectives of a program and to improve performance and delivery, particularly where these involve teaching quality and skills acquisition. Evaluation is therefore the basis for future planning and decision-making. With this in mind, the proposed major will be assessed in the following manner:

- *Quarterly student course evaluations.* In keeping with the tradition already established in the Urban Studies program, each and every class will be evaluated every quarter. This includes both quantitative and qualitative representations of course content, relevance and delivery, especially as they relate directly to learning goals.
- *Classroom assessment (Peer Evaluation of Teaching).* In addition to student evaluations, peer evaluations will be used to help determine the quality of instruction. While this practice is already required annually of junior faculty, the use of this technique will be deployed more frequently and will not simply relate to the instructor's skills but also to the course as a whole, including syllabi review, comments on class exercises and assignments, and discussions with students.
- *Focus groups with students.* Periodic focus groups with students will be conducted to determine the extent to which the overall model and the approach to curriculum are meeting our expectations.
- *Exit Surveys.* A final form of evaluation will be to develop a data base constituted by exit interviews of a sample of our students graduating from our proposed major.

IV. FINANCES

Proposed Budget Details

Once again, because a tenure-track faculty line in Urban Sustainability and Environmental Planning *has already been* budgeted for 2008 onwards, no new lines are needed at this time. Accordingly, the only budgetary request for this proposed major, which is extremely cost effective to establish as it draws almost entirely on extant resources, is one staff member (50% effort) at \$20,000 per annum plus benefits of 28.7% for a total, ongoing cost from Year 1 of \$25,740, adjusted accordingly thereafter.

V. PROPOSED EXTERNAL REVIEWERS

Dr. Ali Modarres, Associate Director
Pat Brown Institute of Public Affairs
California State University, Los Angeles
5151 State University Dr.
Los Angeles, CA 90032-8261

Dr. Peter V. Hall
Urban Studies Program
Associate Director,
Centre for Sustainable Community Development
Simon Fraser University

Dr. Richard Cowell
School of City and Regional Planning
Glamorgan Building
Cardiff University
King Edward VII Avenue
Cardiff CF10 3WA
United Kingdom

APPENDIX 1 US Academic programs with sustainability focus

Portland State University: Minor in Sustainable Urban Development

<http://www.pdx.edu/usp/sustainability.html>

<http://www.pdx.edu/usp/curriculum.html>

<http://www.aashe.org/resources/profiles/portlandstate2006.php>

<http://www.pdx.edu/cps/news/5347/>

Although PSU believes sustainability should be integrated into all disciplines and not just a stand-alone degree, undergraduate students do now have two sustainability minors to choose from, one in sustainability and the other in sustainable urban development.

Students who complete the minor will understand the foundations of sustainability, including the 3 E's of environment, economies and equity as these domains of learning apply to the urban and built environment. In addition, students will develop literacy in the applications of these concepts to specific fields of urban planning and community development, including land use, transportation, urban environmental management, natural resource conservation and urban ecology.

Yale University: Center for Business and the Environment

<http://research.yale.edu/cbey/index.php?page=specialties>

Students at Yale tailor their course selection to their individual interests selecting from an extensive and ever-growing list of courses in business and the environment. Urban and Industrial Environmental Management focuses on sustainable. Urban and Industrial Environmental Management development - industrial ecology - supply chain - globalization/trade and the environment

Columbia University: School of International and Public Affairs (SIPA) - Urban Policy Curriculum - Sustainable Urban Development

http://www.sipa.columbia.edu/academics/concentrations/urban_policy/curriculum.html

This focus draws on synergies with course offerings in the Sustainable Development PhD program at SIPA, the development concentration for master students at SIPA, and the programs of Columbia's Earth Institute.

Columbia University: the Center for Sustainable Urban Development (CSUD)

<http://www.earthinstitute.columbia.edu/csud/>

The Columbia University urban planning studio is one of the central aspects of the center's educational activities. A planning studio involves a small group of students, working under the supervision of one or two faculty members. The studios will be international, focusing on sustainable urban development in rapidly growing cities in developing countries.

Arizona State University: School of Planning - Environmental Planning Specialization

<http://design.asu.edu/planning/curriculum.shtml>

<http://design.asu.edu/planning/curriculum.shtml>

The School of Planning is comprised of two degree programs—the Master of Urban and Environmental Planning and the Bachelor of Science in Planning. Urban and environmental sustainability are emphasized.

San Francisco State University: Urban Studies Program

http://bss.sfsu.edu/urbs/about_program.htm

Critical contemporary issues are addressed through substantive courses focused on policy areas such as sustainable urban development, housing and community development, health care, poverty, transportation, environmental justice, and family policy. Hands-on practical experience is given particular emphasis through carefully supervised internships and a senior seminar in which teams of student consultants produce projects for local agencies and organizations.

San Francisco State University: Urban Studies Program - Sustainable Urban Development NSF Curriculum Module

http://oerl.sri.com/reports/cd/report10/report10_exec.html

The modules were intended to require students to interact with web-based material and utilize new information technology... This module was a series of

mandatory web-based exercises implemented in fall 2000 in Urban Studies Research Methods (URBS 492).

Following is a sampling of course options and classes in sustainability, urban and community development offered at US colleges and universities:

1. Georgia Tech: Sustainable Urban Development

<http://www.library.gatech.edu/architect/pdf/SustDev.pdf>

2. New York University: Sustainable Cities in a Comparative Perspective

<http://wagner.nyu.edu//syllabus/200609/P11.2613.pdf>

3. University of Wisconsin-Milwaukee: 880 Challenges to Urban Sustainability

<http://www.uwm.edu/SARUP/syllabi/planning/945-880-spring2006.pdf>

4. University of Wisconsin-Madison: The Urban Environment

https://mywebpace.wisc.edu/aschneider4/classes/urbanenvironment_syllabus.pdf

5. UCLA: Urbanization in the "Developing" World

<http://www.spsr.ucla.edu/up/webfiles/F06/235AF06.pdf>

6. University of California at Berkeley: Introduction to City Planning

<http://www-dcrp.ced.berkeley.edu/Courses/Fall%202003/CP110%20Binger.pdf>

7. The City University of New York: Nature and Environment of New York City

http://hunter.cuny.edu/honorscollege/documents/solecki_f06.pdf

9. New York University: Sustainable Cities

<http://wagner.nyu.edu//syllabus/200501/P11.2613.pdf>

10. University of California, Berkeley: Sustainable Communities

<http://www-dcrp.ced.berkeley.edu/Courses/Fall%202004/CY%20PLAN%20C254.pdf>

11. Ohio State University: Planning for Sustainable Development, Envisioning a Sustainable OSU

<http://artsandsciences.osu.edu/currofc/docs/460/CRP%20724.pdf>

APPENDIX 2. COMMUNITY ACTORS IN SUSTAINABILITY

Puget Creek Restoration Society

Marian Berejikian- Executive Director
253-779-8890

Puget Creek Restoration Society works on 66 acres of natural area in the Proctor/North End area of Tacoma. It's one of three salmon bearing streams in the city and salmon returned in 2000. They work with the community, providing volunteer opportunities and education programs. They actively use interns, especially restoration and GIS students.

Citizens for a Healthy Bay

Stanley Cummings- Executive Director
253-383-2429

Work on clean-up and restoration, as policy advocates, and running education programs related to the waters surrounding Tacoma.

Tacoma Power

Info line: 253-503-8377

Tacoma Power is promoting a green energy program, charging a fee to consumers who choose to participate, that provides a certain amount of green energy into the overall grid.

City of Tacoma

Diane Winatr- Urban Planner/Commute Trip Reduction Coordinator
dwinatr@cityoftacoma.org or 253-591-5380

Alicia Lawver- Community Relations Specialist for the Environmental Services division
alawver@cityoftacoma.org or 253-591-5414

Jake Fey- City Council
jfey@cityoftacoma.org or 253-927-1068

Bill Baarsma- Mayor of Tacoma
bbaarsma@cityoftacoma.org

Ryan Petty- Director of Community and Economic Development Team
ryan.petty@ci.tacoma.wa.us or 253-591-5139

Cascade Land Conservancy

Ryan Mello

ryanm@cascadeland.org or 253-274-4955

Metro Parks

Lois Stark- Chief Planner

loiss@tacomaparks.com or 253-305-1077

Puget Sound Clean Air Agency

Leslie Stanton- Air Resources Specialist

leslies@pscleanair.org or 206-689-4022

Pierce County

Debby Hyde- Special Projects Coordinator

dhyde@co.pierce.wa.us or 253-789-7110

Members of the City's Climate Action Task Force

Dale Anderson, BCRA

Paul Birkey, Belina Interiors Inc

Joanne Buselmeier, Tacoma-Pierce County Chamber of Commerce

Sian Davies-Vollum, University of WA/Tacoma

Lynne Griffith, Pierce Transit

John Hickey, University of Puget Sound

Greg Jacoby, McGavick Graves

Mike Jagielski, International Longshore and Warehouse Union

Krystal Kyer, Tahoma Audubon Society

Vance Lelli, International Longshore and Warehouse Union

Steve Marek, Tacoma-Pierce County Health Department

Sue Mauermann, Port of Tacoma

Dave McEntee, Simpson

Bliss Moore, Sierra Club

Bill Osborne, Community Council

Elaine Ott, Richlite Company

Tiffany Speir, Master Builders Association

Bob Stivers, Citizens for a Healthy Bay

Claudia Thomas, Mayor, City of Lakewood

Tim Thompson, Thompson Smith Consultant Group

Jim Tutton, Washington Trucking Association

Jim Vance, University of Puget Sound

APPENDIX 3. WASHINGTON POLICY SHIFTS TO SUSTAINABILITY



STATE OF WASHINGTON

OFFICE OF THE GOVERNOR

1000 4th Avenue, Suite 1000, Washington, DC 20004-1100, 202-462-1000, www.governor.wa.gov

EXECUTIVE ORDER 07-02

WASHINGTON CLIMATE CHANGE CHALLENGE

WHEREAS, there is scientific consensus that increasing emissions of greenhouse gases are causing global temperatures to rise at rates that have the potential to cause economic disruption, environmental damage, and a public health crisis;

The drivers of climate change are global, but the effects of climate change on Washington are local and unique, including our dependence on snowpack for fresh water, our reliance on hydropower for energy, and our significant amount of shoreline;

According to the University of Washington's Climate Impacts Group, the effects of climate change are already being felt in the state of Washington in the form of average yearly temperatures rising faster over the 20th Century than the global average, mountain glaciers in the North Cascades losing up to a third of their area since 1950, snow pack in the Cascades declining by 35%, peak spring river runoff occurring 10 to 30 days earlier and the proportion of stream flow that arrives in summer decreasing as much as 34% in sensitive river basins; and

WHEREAS, Washington has taken significant actions to address climate change, including:

- Adopting the 2005 Clean Car Act requiring certain automobiles to meet tougher emissions standards beginning with 2009 models;
- Retrofitting 50% of school buses and 20% of local government diesel engine vehicles to reduce highly toxic diesel emissions;
- Leading the nation in requiring fuel suppliers to ensure that 2% of the fuel they sell is biodiesel or ethanol;
- Leading the nation in adopting high performance green building standards and having one of the most energy efficient building codes in the nation;
- Implementing the best energy efficiency standards for appliances;
- Passing a clean energy initiative to increase the amount of energy efficiency and renewable resources in our state's electricity system;

- By 2020, reduce expenditures by 20% on fuel imported into the state by developing Washington resources and supporting efficient energy use.
2. Implementing the significant policy actions taken in 2005 and 2006 to reduce greenhouse gas emissions. These actions will move Washington State to at least 60% of the 2020 goal and grow the clean energy economy by:
- Working to ensure cars sold in Washington meet stringent emission standards beginning with 2009 models;
 - Retrofitting the most polluting diesel engines in school buses and local government vehicles;
 - Working with farmers, entrepreneurs, fuel distributors and retailers to assure that biofuel feedstocks are grown in Washington; that refiners, blenders and distributors of biofuels create family wage jobs in Washington; and that the public can purchase fuel blends that reduce our dependence on imported fuel;
 - Constructing high performance green buildings;
 - Maintaining the highest levels of efficiency in our state's energy code and regularly updating and enhancing those standards;
 - Examining compliance with appliance efficiency standards and updating and enhancing those standards;
 - Implementing the requirements of the Energy Independence Act by adopting rules that help utilities to succeed in meeting their renewable energy targets;
 - Pursuing new water resources in Eastern Washington, including water conservation projects, developing new storage and new creative water management alternatives; and
 - Reducing energy use by state agencies by achieving the goals established in Executive Order 05-01, Establishing Sustainability and Efficiency Goals for State Operations.
3. Achieving at least the remaining 40% toward the 2020 goal for Washington State and planning for our future, **I, FURTHER**, order and direct:
- A. The Director of the Department of Ecology and the Director of the Department of Community, Trade and Economic Development in consultation with a broad range of stakeholders to develop a climate change initiative, Washington Climate Change Challenge, to achieve the goals of this Executive Order. Executive Cabinet agencies

- D. The Director of the Department of Ecology and the Director of the Department of Community, Trade and Economic Development shall submit Washington Climate Change Challenge to the Office of the Governor within one year of the signing of this Executive Order.

This Executive Order shall take effect immediately.

Signed and sealed with the official seal of the state of Washington, on this 7th day of February 2007. at Olympia, Washington.

By:

.....
Christine O. Gregoire
Governor

BY THE GOVERNOR:

.....
Secretary of State



WASHINGTON CLIMATE CHANGE CHALLENGE

We have all seen the science. At a global level, there is scientific consensus that our climate is changing. Just last week, the Intergovernmental Panel on Climate Change concluded that our planet's atmosphere has more greenhouse gases in it now than at any time during the last 650,000 years. It is equally clear that humans are causing our climate to change by burning massive amounts of fossil fuels like coal, oil and natural gas.

Eleven of the last 12 years have been the warmest years on record.

We can already see the impacts of this change here at home. Scientists at the University of Washington tell us that temperatures in the state are rising even faster than globally. Our glaciers have lost one-third of their volume since 1950, snowpack in the Cascades -- which cities, fish and farmers rely on for water -- is declining, and our summers are drier as the snowpack melts earlier each year.

Because climate change is vast and global, it is hard for any one of us to believe that we can make a difference. But Governor Gregoire knows that this moment is an opportunity. We can find solutions that reverse our contributions to climate pollution, we can move away from our overdependence on foreign oil and we can grow a clean energy economy.

BUILDING ON OUR SUCCESS

Washington has already taken significant actions to address global warming. Fully implementing existing programs will provide 60 percent of the reductions we need to return our emissions to 1990 levels by 2020. These same efforts also bring us 30 percent closer to achieving our 2050 goal of dramatically reduced climate pollution.

Governor Gregoire will make sure that we successfully implement the full range of actions we already have taken on climate change, including:

- Requiring certain automobiles to meet tougher emissions standards, beginning with 2009 models.
- Retrofitting school buses and local government vehicles to reduce highly toxic diesel emissions.
- Ensuring that fuel suppliers sell at least 2 percent biodiesel and ethanol.
- Designing and building high-performance green buildings.
- Developing and enforcing energy-efficient building codes and appliance efficiency standards that are among the highest in the country.



2005 ADOPTED RESOLUTIONS *ENVIRONMENT*

ENDORISING THE U.S. MAYORS CLIMATE PROTECTION AGREEMENT

WHEREAS, the U.S. Conference of Mayors has previously adopted strong policy resolutions calling for cities, communities and the federal government to take actions to reduce global warming pollution; and

WHEREAS, the Inter-Governmental Panel on Climate Change (IPCC), the international community's most respected assemblage of scientists, has found that climate disruption is a reality and that human activities are largely responsible for increasing concentrations of global warming pollution; and

WHEREAS, recent, well-documented impacts of climate disruption include average global sea level increases of four to eight inches during the 20th century; a 40 percent decline in Arctic sea-ice thickness; and nine of the ten hottest years on record occurring in the past decade; and

WHEREAS, climate disruption of the magnitude now predicted by the scientific community will cause extremely costly disruption of human and natural systems throughout the world including: increased risk of floods or droughts; sealevel rises that interact with coastal storms to erode beaches, inundate land, and damage structures; more frequent and extreme heat waves; more frequent and greater concentrations of smog; and

WHEREAS, on February 16, 2005, the Kyoto Protocol, an international agreement to address climate disruption, went into effect in the 141 countries that have ratified it to date; 38 of those countries are now legally required to reduce greenhouse gas emissions on average 5.2 percent below 1990 levels by 2012; and

WHEREAS, the United States of America, with less than five percent of the world's population, is responsible for producing approximately 25 percent of the world's global warming pollutants; and

WHEREAS, the Kyoto Protocol emissions reduction target for the U.S. would have been 7 percent below 1990 levels by 2012; and

WHEREAS, many leading US companies that have adopted greenhouse gas reduction programs to demonstrate corporate social responsibility have also publicly expressed preference for the US to adopt precise and mandatory emissions targets and timetables as a means by which to remain competitive in the international marketplace, to mitigate financial risk and to promote sound investment decisions; and

**Cities Working Together to Protect Our Air Quality, Health and Environment:
*A Call to Action***

March 30, 2005

Dear Mayor:

We invite you to join the **US Mayors Climate Protection Agreement** by signing onto the enclosed resolution and supporting it at the US Conference of Mayors meeting in June. We also welcome the endorsement of other Mayors, whether or not you are currently a member of the US Conference of Mayors.

With less than 5% of the world's population, the US produces more than 25% of the global greenhouse gas emissions, and those emissions are continuing to grow. We believe that US cities can – and should – act to reduce global warming pollution, both in our own municipal operations and in our communities. Many of us are already doing so through programs such as energy conservation, urban forest restoration, controlling sprawl and using alternative fuels in our fleets. Not only are we reducing our contributions to global warming pollution, we are investing in more livable cities through cleaner air, creation and preservation of open space and urban forests, and reduced energy costs.

On February 16, the Kyoto Treaty, the international agreement to address climate disruption, became law for the 141 countries that have ratified it to date. As you know, the United States is not among them. For 38 of the countries with the most advanced economies, the Treaty sets binding legal commitments to reduce greenhouse gas emissions on average 5.2 percent below 1990 levels. If the United States had ratified the Kyoto Treaty our nation would be required to reduce our greenhouse gas emissions by 7% below 1990 levels by 2012.

Please join us and the other Mayors who are already committed to providing leadership on this nationwide, urgent effort. When we meet together at the June US Conference of Mayors we intend to have at least 141 mayors signed up to participate in the U.S. Mayors Climate Protection Agreement. The June meeting is an opportunity to promote and expand this effort by passing a resolution that endorses the Agreement. Although there have been climate protection resolutions adopted by the USCM in prior years, you will see that we are urging specific actions – the only way we will make real progress in reversing the trend toward global warming.

Since Seattle's Mayor Greg Nickels first announced this initiative on February 16, the interest and positive feedback has remained intense, including national news stories. This is an opportunity to build on what is becoming an increasingly bi-partisan issue. And it is an opportunity to provide real leadership to the more than 80% of Americans who think the US should be acting to reduce global warming pollution.

Enclosed, please find the draft Resolution, which includes the U.S. Mayors Climate Protection Agreement, and a form for your signature. Also included are contacts for more information; the website for the US Mayors Climate Protection Agreement is www.seattle.gov/mayor. To meet our target of having most signatures collected by May 2, we look forward to hearing from you at your earliest convenience.



RESOLUTION NO. 36835

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BY REQUEST OF MAYOR BAARSMA AND COUNCIL MEMBERS
EVANS, FEY, LADENBURG, AND STENGER

A RESOLUTION supporting the efforts to curb global warming; and calling for the establishment of baseline data and the development of numeric goals for the reduction of greenhouse gases and encouraging the continued growth and development of clean technology businesses in the City of Tacoma.

WHEREAS the world's leading climate scientists have documented a clear global warming trend caused by greenhouse gases which get trapped and build up heat in the atmosphere near the earth's surface, and

WHEREAS global warming of the magnitude now predicted by many in the scientific community is likely to cause serious and costly disruption to human and natural systems throughout the world, and

WHEREAS the Climate Impacts Group, University of Washington, was commissioned by the gubernatorially-appointed Puget Sound Action Team to study climate change and its effects on Puget Sound and issued, in October 2005, its final report, "Uncertain Future," describing the dangers and risks of climate change and calling for local analysis and policy development, and

WHEREAS the University of Washington's Joint Institute for the Study of Atmosphere and Oceans projects significant harm to the Pacific Northwest due to changes in weather patterns attributable to global warming, including forest

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WHEREAS many of the critical components of a local action plan for climate protection are under development in Tacoma, including the Green Building Program, the Environmentally Preferable Purchasing Program, and the Green Fleet Program, among others, and

WHEREAS King County and the Puget Sound Clean Air Agency are also developing climate protection plans, and the City of Seattle has already adopted a climate protection plan providing opportunities for a strong, coordinated regional approach to greenhouse gas emission reduction, and

WHEREAS local jurisdictions, such as the City of Tacoma, may be better prepared to efficiently distribute federal and state funds for programs and grants to reduce greenhouse gases, and

WHEREAS greenhouse gas reduction activities contribute to the achievement of many of the City's environmental values, including promoting clean and efficient energy use, commuter trip reduction efforts and other clean air initiatives, solid waste reduction and recycling; salmon recovery; assuring a reliable and affordable water supply; protecting urban and rural forests; and promoting low-impact economic development, and

WHEREAS reducing the magnitude of climate change may reduce its harmful effects on public health and safety by decreasing the impacts of severe weather and reducing harmful emissions, and

WHEREAS technologies to reduce greenhouse gases will also contribute to the economic vitality of the area through the development and use of clean technologies and the addition of jobs, and

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1990 within Tacoma but not associated with City operations; (4) a projection of future emissions by the year 2010; and (5) a projection of population growth with an analysis of the impact of population growth on the projected future emissions.

B. By July 12, 2006, working with appropriate City departments, propose specific numeric goals for the reduction of greenhouse gas emissions from City operations, including a timeline for the development of an implementation plan to pursue these goals.

C. The City will work with, support, and encourage other public, private, and nonprofit groups in a coordinated effort to reduce greenhouse gases and monitor progress. The City will encourage, by the communication of this resolution and in other ways, including through programs such as the ICLEI, neighboring cities in Pierce County and adjacent counties to adopt similar courses of action.

BE IT FURTHER RESOLVED that the City will pursue the greenhouse gas emission reduction goals for City operations through City activities and programs, while pursuing non-City operation "community" goals through cooperative incentive-based programs and policies. The reduction measures for City operations will be identified in the implementation plan developed as a result of this resolution.

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WHAT IS THE U.S. MAYORS' CLIMATE PROTECTION AGREEMENT?

Climate disruption is an urgent threat to the environmental and economic health of our communities. Many cities, in this country and abroad, already have strong local policies and programs in place to reduce global warming pollution, but more action is needed at the local, state, and federal levels to meet the challenge. On February 16, 2005 the Kyoto Protocol, the international agreement to address climate disruption, became law for the 141 countries that have ratified it to date. On that day, Seattle Mayor Greg Nickels launched this initiative to advance the goals of the Kyoto Protocol through leadership and action by at least 141 American cities. Mayor Nickels, along with a growing number of other US mayors, is leading the development of a US Mayors Climate Protection Agreement; our goal was for at least 141 mayors to sign onto the Agreement by the time of the U.S. Conference of Mayors June 2005 meeting in Chicago .

Under the Agreement, participating cities commit to take following three actions:

- Strive to meet or beat the Kyoto Protocol targets in their own communities, through actions ranging from anti-sprawl land-use policies to urban forest restoration projects to public information campaigns;
- Urge their state governments, and the federal government, to enact policies and programs to meet or beat the greenhouse gas emission reduction target suggested for the United States in the Kyoto Protocol -- 7% reduction from 1990 levels by 2012; and
- Urge the U.S. Congress to pass the bipartisan greenhouse gas reduction legislation, which would establish a national emission trading system

For Mayors: Agreement Q & A - Acrobat PDF

In addition to building a coalition of at least 141 cities to sign onto the US Mayors Climate Protection Agreement, Mayor Nickels, along with the other participating mayors, led a successful effort to win endorsement of the Agreement by the U.S. Conference of Mayors, through passage of a resolution at their June 2005 meeting.



City of Seattle

Greg Nickels, Mayor

US Mayors Climate Protection Agreement

How many mayors have signed the Agreement?

As of January 18, 2007, 367 mayors from both political parties representing over 55 million Americans in all 50 states and Washington, D.C. have signed on. Mayors of seven of the ten largest US cities have signed along with mid-size and smaller cities.

What does the Agreement do?

Mayors who sign on to the Agreement are making a commitment to reduce greenhouse gas emissions in their own cities and communities to 7% below 1990 levels by 2012 through actions like increasing energy efficiency, reducing vehicle miles traveled, maintaining healthy urban forests, reducing sprawl and promoting use of clean, renewable energy resources. The Resolution also encourages the federal government to assist cities in sharing best practices on local climate protection programs. The Agreement also calls for Congress to pass legislation that sets meaningful timelines and limits on emissions through a flexible, market-based cap and trade system.

What is the connection to the US Conference of Mayors?

The US Conference of Mayors (USCM) unanimously endorsed the Agreement in June 2005 and now urges all mayors to participate. A partnership of the USCM and ICLEI Local Governments for Sustainability (ICLEI) was formed to help participating cities implement the Agreement and to track progress. A Mayors Council on Climate Protection has formed under the auspices of the USCM that will provide oversight and work on climate protection policy at the federal level.

What's happened since the USCM Endorsement?

Cities throughout the country are taking action on climate disruption. In addition to the US Mayors Climate Protection Agreement, there's been a lot of other activity, such as:

- Coordinated state leadership in the Northeast (the Regional Greenhouse Gas Initiative) and in California to set emissions targets and implement cap-and-trade systems.
- Major business leaders, including several Fortune 500 Companies like GE, DuPont and Wal-Mart have made strong commitments to clean energy and emissions reductions.
- The US Mayors Climate Action Handbook (www.iclei.org/us), a short resource guide for mayors to take climate action was launched.
- Building on the Mayors Climate Protection Agreement, the US Conference of Mayors endorsed the 2030 Challenge,




Why is this agreement important to mayors?

- Mayors recognize that climate disruption is a distinctly local issue and that action is urgent. Cities throughout the US are already feeling major climate impacts—and citizens turn to their local governments first for help during droughts, extreme storm events, dangerous heat waves, floods, and wildfires.
- Mayors know that actions to reduce global warming pollution provide additional benefits that are important to the quality of life in American cities, including cleaner air, decreased dependence on imported oil and gas, more livable and economically vibrant communities, healthy urban forests and reduced energy bills.
- Mayors understand the needs of their constituents. Public opinion polls demonstrate that citizens across the country know climate disruption is happening (more than 85%, according to a Time/Stanford poll in April 2006)—and they are calling for quick action.
- Mayors know that taking action now reduces the impacts – and costs – of climate disruption.

Visit www.seattle.gov/mayor/climate for more information, including participation forms, media coverage, climate resource links and the latest list of signers.

UNIVERSITY of PUGET SOUND

AUDIENCE LINKS:

| | |
|--|---------------------------------------|
|  Current Students | Faculty & Staff |
|  Parents | Alumni |
|  Community | Living at Puget Sound |

ADMISSION | ACADEMICS | CAMPUS LIFE | ATHLETICS | ABOUT PUGET SOUND | OFFICES & SERVICES

Sustainability at Puget Sound



[Sustainability Connection Summit](#)

[What Are We Doing on Campus?](#)

[Toxic Forces](#)

[Get Involved](#)

[Sustainability Guide](#)

[Courses Related to Sustainability](#)

[Sustainable Holidays](#)

[Talloires Declaration](#)

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Talloires Declaration

At a ceremony on February 10, 2005, President Ron Thomas signed the Talloires Declaration on behalf of the University of Puget Sound. We have thus joined together with hundreds of other institutions of higher learning around the world in the project of educating ourselves and others about sustainability. Signing the declaration was at once a commitment to finding new ways to contribute to this vital vision as well as an affirmation of core values of the University. As President Thomas remarked at the signing:

"Declaring formally the university's commitment to the principles laid out in Talloires emerges organically out of our values and our history at this college which, from its start took as its name a great natural feature of our environment—this inland sea, this great body of water that links a spectacular and diverse set of places, that draws its waters from the Puyallup and the Nisqually and a thousand other rivers and streams and reaches out to the Pacific. It is the habitat of Orcas and salmon and seals and great bald eagles, the harbor for vessels from around the world, and the economic life stream of the Pacific Northwest. This is Puget Sound, and we are the **University** of Puget Sound. From this place, we take our name and launch our journey together."

The text of the declaration follows:

The Talloires Declaration

We, the presidents, rectors, and vice chancellors of universities from all regions of the world are deeply concerned about the unprecedented scale and speed of environmental pollution and degradation, and the depletion of natural resources.

Local, regional, and global air and water pollution; accumulation and distribution of toxic wastes; destruction and depletion of forests, soil, and water; depletion of the ozone layer and emission of "green house" gases threaten the survival of humans and thousands of other living species, the integrity of the earth and its biodiversity, the security of nations, and the heritage of future generations. These environmental changes are caused by inequitable and unsustainable production and consumption patterns that aggravate poverty in many regions of the world.

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We believe that urgent actions are needed to address these fundamental problems and reverse the trends. Stabilization of human population, adoption of environmentally sound industrial and agricultural technologies, reforestation, and ecological restoration are crucial elements in creating an equitable and sustainable future for all humankind in harmony with nature.

Universities have a major role in the education, research, policy formation, and information exchange necessary to make these goals possible. Thus, university leaders must initiate and support mobilization of internal and external resources so that their institutions respond to this urgent challenge.

We, therefore, agree to take the following actions:

1. Increase Awareness of Environmentally Sustainable Development

Use every opportunity to raise public, government, industry, foundation, and university awareness by openly addressing the urgent need to move toward an environmentally sustainable future.

2. Create an Institutional Culture of Sustainability

Encourage all universities to engage in education, research, policy formation, and information exchange on population, environment, and development to move toward global sustainability.

3. Educate for Environmentally Responsible Citizenship

Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate and have the awareness and understanding to be ecologically responsible citizens.

4. Foster Environmental Literacy For All

Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional students.

5. Practice Institutional Ecology

Set an example of environmental responsibility by establishing institutional ecology policies and practices of resource conservation, recycling, waste reduction, and environmentally sound operations.

6. Involve All Stakeholders

Encourage involvement of government, foundations, and industry in supporting interdisciplinary research, education, policy formation, and information exchange in environmentally sustainable development. Expand work with community and nongovernmental organizations to assist in finding solutions to environmental problems.

7. Collaborate for Interdisciplinary Approaches

Convene university faculty and administrators with environmental practitioners to develop interdisciplinary approaches to curricula, research initiatives, operations, and outreach activities that support an environmentally sustainable future.

8. Enhance Capacity of Primary and Secondary Schools

Establish partnerships with primary and secondary schools to help develop the capacity for interdisciplinary teaching about population,

environment, and sustainable development.

9. Broaden Service and Outreach Nationally and Internationally

Work with national and international organizations to promote a worldwide university effort toward a sustainable future.

10. Maintain the Movement

Establish a Secretariat and a steering committee to continue this momentum, and to inform and support each other's efforts in carrying out this declaration.

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Sustainability

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Sustainability at PSU

President Bernstine signs Climate Commitment

 [AASHE President's Climate Commitment](#)

President Bernstine has signed the President's Climate Commitment sponsored by the Association for the Advancement of Sustainability in Higher Education (AASHE). See www.presidentclimatecommitment.org for the details. He was also invited to serve in the Leadership Circle for the Climate Commitment and has agreed to do that as well.

This is an important step for PSU in addressing climate change and finding clean energy solutions. It also complements and places greater importance on our Focus the Nation activities. For more information see www.focus.thenation.org.

"Sustainability in the Supply Chain" International Conference November 1-2, 2007

For nearly any company, effectively managing the supply chain is critical to business success. Companies have long sought ways to optimize supply chain efficiencies. In recent years they are also increasingly looking to solve social and environmental challenges in their supply chains. The social and environmental issues these firms deal with range from working conditions in supplier facilities, to greenhouse gas emissions in logistics networks, to eliminating or reclaiming toxic material from products. Effectively managing these and other sustainability-related issues will be a key determinant of companies' long term competitiveness.

In this context, Portland State University's School of Business and Center for Sustainable Processes and Practices are hosting the *Sustainability in the Supply Chain Conference*. Scheduled for November 1 and 2, 2007, this conference brings together leading industry practitioners and academics to share best practices and leading edge research on this important topic. The conference's innovative two-day format provides for rich, in-depth dialogue from industry representatives during the first day; followed by a series of presentations by academic researchers during the second day. With this approach, the *Sustainability in the Supply Chain Conference* offers a valuable opportunity to share and learn best practices and discover approaches that create value along the supply chain.

For more information or to learn how you can become a sponsor, please contact Elizabeth Minor at minor@pdx.edu.

Welcome

 [Declaration of Support for Sustainability](#)

Welcome to the joint website for Portland State University's Sustainability group and Academic Sustainability Programs. Together, our programs form a comprehensive resource for discovering PSU's offerings in the field of sustainability. We are dedicated to ensuring that sustainable practices are fundamental considerations in all University processes and endeavors, and invite you to join us in our efforts.

If you're encountering the concept of sustainability for the first time, you may be asking yourself what all the buzz is about. When pressed to provide a definition, most sustainability professionals offer some variation on the following definition:

Sustainability means meeting the economic, social, and environmental needs of the present without

search PSU >



David Ervin: David Ervin, Academic Sustainability Program Coordinator and Director of the Center for Sustainable Processes and Practices. >

[How do I recycle my computer monitor? >](#)

[Why can't I recycle paper coffee cups? >](#)

[How can I get involved with the Sustainability and Recycling Offices? >](#)

[4/25: Effective Interviewing >](#)

[4/25: Jane Jacobs: Parting Words >](#)

[4/25: What Can I do With a Major in Math? >](#)

[4/23: Micki Caskey begins term as president of Middle Level Education Research Special Interest Group >](#)

[4/6: Recyclemania Week 9 Update >](#)

compromising the similar needs of future generations.

Sustainability is a process. Achieving a recycling rate of 75%, for example, would be more sustainable than a 50% recycling rate, and yet we would still work towards 100%, even while recognizing that we might never achieve that lofty goal. By conceptualizing sustainability as a continuum rather than an endpoint, we as a University are better positioned to identify our successes while simultaneously focusing on future goals.



This website provides examples of how PSU incorporates sustainability into its academic offerings and campus operations. Throughout our site you'll find examples of how we've succeeded in incorporating sustainability into academic course and degree offerings, new construction, building renovations, utilities consumption, campus grounds, transportation, and many other areas.

The degree of "sustainability" achieved by any single project or practice can almost without exception be improved upon. Because of this, we are constantly searching for ways to enhance sustainability on campus, either by adopting new practices and taking on innovative projects, or simply by modifying existing ones. Please consider contacting us with your ideas for creating a more sustainable campus.

Call for Papers for the Academic Summit at the 2007 Cluster Conference: "Sustainability, Clusters, and Competitiveness"

The Competitiveness Institute (TCI) has chosen Portland (Oregon) to host its 2007 Cluster Conference (<http://www.clusters2007.com/>). The Conference, intended to bring cluster practitioners and academics from around the world together to share best practices and discuss ways to spur economic development through innovative cluster strategies, will take place October 8-12th, 2007. The conference will be attended by academics, policy makers, economic development practitioners, and business representatives from around the world and is an important venue to discuss issues of cluster development and competitiveness.

The Academic Summit will take place on October 9, 2007 and we invite scholars from around the world to submit papers related to the theme "Sustainability, Clusters, and Competitiveness." We encourage submissions that address the themes outlined below, developing the implications for public policy. The best papers will be published in a special issue of the journal Economic Development Quarterly (<http://edq.sagepub.com>).

Abstracts (max. 250 words) are due February 15, 2007.
We also welcome proposals for panels. Please send abstracts to:

Dr. Sheila Martin
Institute of Portland Metropolitan Studies
Portland State University
PO Box 751
Portland, OR 97207-0751
Phone: 503-725-5170
Fax: 503-725-5199
E-mail: sheilam@pdx.edu

The Scientific Committee will notify authors that their papers have been accepted by April 15, 2007. Full papers are due September 15, 2007. For more information, please click [here](#).

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Christine O. Gregoire



Theodore R. Kulongoski



Arnold Schwarzenegger



Janet Napolitano



Bill Richardson

WESTERN REGIONAL CLIMATE ACTION INITIATIVE

WHEREAS, western states are experiencing the effects of a hotter, drier climate, including prolonged droughts, excessive heat waves, reduced snow packs, increased snowmelts, decreased spring runoffs, altered precipitation patterns, more severe forest and rangeland fires, widespread forest diseases, and other serious impacts; and

WHEREAS, scientific consensus has developed that increasing emissions of human-caused greenhouse gases (GHGs), including carbon dioxide, methane and other GHGs, that are released into the atmosphere are affecting the Earth's climate; and

WHEREAS, the Western Governors Association (WGA) has declared that climate change could have severe economic and environmental impacts on the Western States in coming decades; and

WHEREAS, the WGA also has declared that action is needed to reduce GHG emissions and that many of these actions can have significant economic and environmental benefits for the Western States, including increased energy efficiency, increased renewable energy generation, improved air quality, cost savings, job growth, increased state revenues, and reduced water pollution; and

WHEREAS, we support the development of national, regional, tribal, state and local programs to reduce GHG emissions; and

WHEREAS, we support national, regional, tribal, state and local level policies on global climate change that are consistent with efforts to develop cost-effective alternative energy sources and more efficient use of energy; and

We will direct our staffs and the appropriate state agencies to meet as soon as is practicable to develop a work plan to move forward with this initiative.

DONE. in five (5) duplicate originals. this 26th day of February, 2007, in Washington, D.C.

Governor Christine O. Gregoire
State of Washington

Governor Theodore R. Kulongoski
State of Oregon

Governor Janet Napolitano
State of Arizona

Governor Bill Richardson
State of New Mexico

Governor Arnold Schwarzenegger
State of California

Please include only NEW students in this chart. Do not include students who will transfer from other UWT programs

Table 2 Undergraduate

| No. of Students | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----------------|--------|--------|--------|--------|--------|
| Headcount | 18 | 37 | 55 | 73 | 73 |
| SCH * | 675 | 1350 | 2025 | 2700 | 2700 |
| FTE | 15 | 30 | 45 | 60 | 60 |

SCH= Annual number of credit hours that this program will generate

Table 2 Graduate

| No. of Students | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----------------|--------|--------|--------|--------|--------|
| Headcount | | | | | |
| SCH * | | | | | |
| FTE | - | - | - | - | - |

SCH= Annual number of credit hours that this program will generate

Administrative/Support Staff

Year 1

| Name | Title | Responsibilities | % of Effort | FTE |
|------|-----------------------|----------------------------------|-------------|------|
| | Office Assistant II | | | - |
| | Office Assistant III | | | - |
| | Program Assistant | | | - |
| | Program Coordinator | | | - |
| | Other* | | | - |
| | Program Administrator | | | |
| | Advisor (Entry Level) | advising, admissions, recruiting | 50% | 0.50 |
| | Other* | | | |
| | | | 50% | 0.50 |

*If you select this line you must put a salary amount on the New State Funds Worksheet

Student/Temporary hours must be completed on the New State Funds Worksheet

Year 2

| Name | Title | Responsibilities | % of Effort | FTE |
|------|-----------------------|------------------|-------------|-----|
| | Office Assistant II | | | - |
| | Office Assistant III | | | - |
| | Program Assistant | | | - |
| | Program Coordinator | | | - |
| | Other* | | | - |
| | Program Administrator | | | |
| | Advisor (Entry Level) | | | |
| | Other | | | |

*If you select this line you must put a salary amount on the New State Funds Worksheet

Student/Temporary hours must be completed on the New State Funds Worksheet

Year 3

| Name | Title | Responsibilities | % of Effort | FTE |
|------|--------------------------------|------------------|-------------|------|
| | Office Assistant II | | | - |
| | Office Assistant III | | | - |
| | Program Assistant | | | - |
| | Program Coordinator | | | - |
| | Other* | | | - |
| | | | 0% | |
| | Program Administrator | | | |
| | Advisor - FTE increase to 100% | | 50% | 0.50 |
| | Other | | | |

*If you select this line you must put a salary amount on the New State Funds Worksheet

Student/Temporary hours must be completed on the New State Funds Worksheet

Year 4

| Name | Title | Responsibilities | % of Effort | FTE |
|------|-----------------------|------------------|-------------|-----|
| | Office Assistant II | | | - |
| | Office Assistant III | | | - |
| | Program Assistant | | | - |
| | Program Coordinator | | | - |
| | Other* | | | - |
| | | | 0% | - |
| | Program Administrator | | | - |
| | Advisor (Entry Level) | | | - |
| | Other | | | - |
| | | | | - |

*If you select this line you must put a salary amount on the New State Funds Worksheet

Student/Temporary hours must be completed on the New State Funds Worksheet

Year 5

| Name | Title | Responsibilities | % of Effort | FTE |
|------|-----------------------|------------------|-------------|-----|
| | Office Assistant II | | | - |
| | Office Assistant III | | | - |
| | Program Assistant | | | - |
| | Program Coordinator | | | - |
| | Other | | | - |
| | | | | - |
| | Program Administrator | | | - |
| | Advisor (Entry Level) | | | - |
| | Other | | | - |
| | | | 0% | - |

*If you select this line you must put a salary amount on the New State Funds Worksheet

Student/Temporary hours must be completed on the New State Funds Worksheet

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 (full enrollment) |
|---|--------------|--------------|--------------|--------------|--------------------------|
| Administrative Salaries (2 FTE) Benefits @ 29.5% | \$ 26,477.55 | \$ 27,007.10 | \$ 55,307.20 | \$ 56,413.35 | \$ 57,541.62 |
| Faculty Salaries (7.3 FTE) Benefits @ 24.5%/30.5% | \$ - | \$ - | \$ - | \$ - | \$ - |
| TARA Salaries (# FTE) Benefits @ # % | | | | | |
| Clerical Salaries (3 FTE) Benefits @ 32% | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other Salaries (3 FTE) Benefits @ 12% | \$ - | \$ - | \$ - | \$ - | \$ - |
| Financial Aid specific to the program | | | | | |
| Contract Services | \$ 20.00 | \$ 20.40 | \$ 40.81 | \$ 41.62 | \$ 42.46 |
| Goods and Services | \$ - | \$ - | \$ - | \$ - | \$ - |
| Travel | \$ 125.00 | \$ 125.00 | \$ 250.00 | \$ 250.00 | \$ 250.00 |
| Equipment | \$ - | \$ - | \$ - | \$ - | \$ - |
| Lease or Acquisition (attach form iii.a) | | | | | |
| Other (itemize) | | | | | |
| Indirect (if applied to the program) | \$ 2,662.25 | \$ 2,662.25 | \$ 5,452.75 | \$ 5,452.75 | \$ 5,452.75 |
| Total Costs | \$ 29,284.80 | \$ 29,814.76 | \$ 61,050.76 | \$ 62,157.72 | \$ 63,286.82 |
| | | | | | Cost per FTE \$ 510.38 |
| Program Revenue | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 (full enrollment) |
| General Fund: State Support | | | | | |
| Tuition and Fees (total) | | | | | |
| Corporate Grants / Donations | | | | | |
| Internal Reallocation* | | | | | |
| Other Fund Source (specify) | | | | | |
| Total Revenue | | | | | |

| | Faculty Hires | Rank | FTE | Beginning Salary | Staff Hires | FTE | Beginning Salary |
|--------|---------------|------|-----|------------------|--------------------------------|-----|------------------|
| Year 1 | | | | | Advisor (Entry Level) | 50% | \$ 20,000 |
| Year 2 | | | | | | | |
| Year 3 | | | | | | | |
| Year 4 | | | | | Advisor - FTE increase to 100% | 50% | \$ 40,000 |
| Year 5 | | | | | | | |