



PUBLIC MEETING OF THE BOARD OF TRUSTEES

Meeting No. 13

April 27, 2016

2:00-6:00 pm

Werner University Center, Columbia Room

wou.edu/livestream

AGENDA

1. CALL-TO-MEETING/ROLL CALL

2. CHAIR'S WELCOME

a. Action Item:

i. Special Recognition – WOU Men's Basketball

3. PRESIDENT'S REPORT

4. SHARED GOVERNANCE REPORTS

a. Faculty Senate

b. Staff Senate

c. Associated Students of Western Oregon University (ASWOU)

5. PUBLIC COMMENT

6. EXECUTIVE, GOVERNANCE, AND TRUSTEESHIP

a. Committee Chair Report

b. Vice President & General Counsel Report

c. Action Item:

i. Board Statement on Board Vacancies

7. ACADEMIC & STUDENT AFFAIRS

a. Committee Chair Report

b. Provost & Vice President for Academic Affairs Report

- c. Vice President for Student Affairs Report
- d. Discussion Item:
 - i. Undergraduate Admissions Policy 2017-2018
- e. Action Items:
 - i. Educator Equity in Teacher Preparation Institution Plan (HB3375)
 - ii. Graduate Certificate, Dual Language/Bilingual Education

8. FINANCE & ADMINISTRATION

- a. Committee Chair Report
- b. Vice President for Finance & Administration Report
- c. Discussion Items:
 - i. WOU Capital Request
 - ii. CSL Projection & Consolidated Funding Request
 - iii. Public University Fund
- d. Action Items:
 - i. 2016-2017 Tuition & Fees
 - ii. FY 16 – Q3, Management Report

9. BOARD DISCUSSION

- a. NWCCU accreditation visit
- b. Policy Council
- c. Commencement

10. FINAL ANNOUNCEMENTS

11. ADJOURNMENT

Board of Trustees, April 27, 2016

President's Report

1. NWCCU Update

First thank you to the Board for its support in the accreditation process and for those Board members who were able to attend the opening session with accreditation site team. In my session and the sessions with the Board and Board Chair, a focus was the emergence of the new governance model and the roles of the Board vis-à-vis the President and the executive team. I am pleased that our responses satisfied the team's concern in this regard.

Teams are expected to divide their comments into two categories: compliments and commendations; and concerns and recommendations.

- A *Compliment* is a congratulatory statement or noteworthy practice or achievement of an area within the institution.
- A *Commendation*, enumerated at the end of peer-evaluation report, is a laudatory statement agreed upon by the evaluation team as a whole concerning a noteworthy institutional practice or exceptional achievement.
- A *Concern* is intended to be advisory to the institution to indicate that attention to the matter is warranted although it may or may not rise to the level of a Recommendation that requires immediate action.
- A *Recommendation* indicates that an institution is not in compliance with one or more accreditation criterion or that it is substantially in compliance with one or more accreditation criterion, but in need of improvement.

The team's commendations include: commitment to student access and student success; commitment to 1st generation and low-income; resilience in governance during a time of transition; and excellent facilities and grounds.

The recommendations centered on mission alignment; identification of direct and indirect measures of assessment of student learning; identification of learning outcomes for all courses and programs; improved technological support; integration of planning and budgeting; and assessment of the core themes with evidence of student achievement.

Once we receive the written report, we will have greater guidance on the recommendations section. I expect that the team will recommend a need for improvement in all areas cited and we may see a report expectation for the next report in March 2017.

The results are not unexpected and may prove to be an added stimulus to our efforts to engage in mission review, strategic planning and assessment. It is clear that faculty have not embraced or adopted a culture of assessment for far too long. Next Steps:

- a) Written report within two weeks
- b) Opportunity for corrections
- c) Review of final report by NWCCU Board and final determination of areas for improvement and/or non-compliance
- d) June meeting of the NWCCU Board with final decision related to accreditation

2. Strategic Planning update

The Strategic Planning Committee held its first meeting on April 22, 2016. It has established a meeting schedule through summer and began with a review of the university's mission. In this sense the NWCCU finds are a welcome catalyst for the initial work of the SPC.

Membership includes:

First Name	Last Name	Category	Unit
Laurie	Burton	Faculty	Math
Adry	Clark	Career Center	Career Center
Betty	Crawford	Alumna	Alumni Board
Paul	Disney	Faculty	Business
David	Foster	Faculty	Psychology
Rex	Fuller	President	President
Camila	Gabaldon	Faculty	Library
Corbin	Garner	Student	ASWOU
Megan	Habermann	Student Affairs	Student Leadership & Activities
Mark	Henkels	Faculty	Political Science
Ivan	Hurtado	BOT	BOT
Cec	Koontz	BOT	BOT
Paul	Kyllo	Foundation Board	Foundation
Melanie	Landon-Hays	Faculty	Teacher Education
Randi	Lydum	Athletics	Athletics
Dave	McDonald	Academic Affairs	UG and Enrollment Mgt
Alma	Pacheco	Student	ASWOU
Peggy	Pedersen	Faculty	Ex Science
Chris	Solario	SEP	SEP
Adele	Schepige	Faculty	Teacher Education

First Name	Last Name	Category	Unit
Linda	Stonecipher	Academic Affairs	Grad Programs
Dan	Tankersley	Faculty	Art
Ella	Taylor	TRI Director	TRI
Steve	Taylor	Faculty	Science
Shelby	Worthing	Student	ASWOU
Ginny	Lang	Facilitator	

3. Enrollment-update

Enrollment in spring term has shown less decline than fall and winter. As of April 12, spring enrollment was -43.2 FTE below spring 2015. Total FTE was 4295.6 compared to 4338.8 last year. Positive include: increased number of degree seeking graduate students (+18 HC), increase in continuing freshmen (+6 HC), and an increase in non-admit graduate (+273 HC). The decreases can be found, as with fall and winter, in the “middle” with decreases in continuing students in the sophomore, junior and senior ranks. These ranks account for a decrease in HC of 169 students.

April Week 3: Numbers for fall 2016

	2016	2015	Difference	% Change	5 year average
Undergraduate Students					
Applications					
Resident	2,206	2,340	-134	-5.73%	2,169
Nonresident	1,408	1,242	166	13.37%	1,026
International	106	126	-20	-15.87%	63
Total Undergrad. Applicants	3,526	3,720	3,708	12	0.32%
Admitted Students					
First time Freshmen	2,640	2,647	-7	-0.26%	
Transfer	385	383	2	0.52%	
Post Bac	3	3	0	0.00%	
Total Undergrad. Admits	3,028	3,033	-5	-0.16%	2,702
Total Denied	63	46	17	36.96%	
Graduate Students—Note applications received on on-going basis, this reflects Fall 2016 only					
Graduate Applications					
Resident	46	64	-18	-28.13%	
Nonresident	21	64	-43	-67.19%	
International	6	30	-24	-80.00%	
Total Grad Applications	73	158	-85	-53.80%	
Graduate Admits					
Resident	22	23	-1	-4.35%	
Nonresident	9	4	5	125.00%	
International	4	6	-2	-33.33%	
Total Grad Admits	19	15	4	26.67%	

Latino Applicants: +281 (53.22%) and Latino Admits: +240 (55.05%)

Source: Associate Provost

4. Foundation--update

- Total assets for the WOU Foundation as of December 31 totaled just over \$14M. Of this figure, \$9.3M is managed by fund manager Ferguson Wellman Capital Management based in Portland, Oregon.
- Through March, total giving has surpassed \$1.6M including both restricted and unrestricted giving. In addition, President's Club Level (\$1,000+ in current fiscal year) and alumni donors have increased as well as the total number of gifts received through the same time period.
- Foundation received a gift of \$100,000 to support the Annual Fund, campus discussions to engage faculty and staff with retention strategies, and initiatives for SEP.
- Beginning in the fall of 2014, the Foundation Board began researching and discussing the issue of divestment of fossil fuel companies from our investment portfolio. This discussion began after a professor and students shared their concern for climate change and the growing conversation across other campuses nationwide related to global warming. The board, after research, consultation with other universities, and working with our fund manager, has approved a new Socially Responsible Portfolio and separate from our current fund, allowing donors who support the initiative to direct their gifts accordingly. The portfolio will refrain from investing directly in fossil fuels and also tobacco companies to support the university's move to a tobacco free campus last year.
- The Board has approved a tactical committee to continue the work of a Task Force charged with proposing future use ideas of Gentle House, an asset owned by the Foundation and located on the north edge of campus. Initial work conducted by the Task Force and FFA, a Portland based firm specializing in historic renovations included concepts from a major renovation and expansion (\$1.7M) to renovations of the current footprint with an estimate of approximately \$400,000. The committee will review potential funding sources related to the renovations of the current facility and cost as outlined by the Task Force and which will not compete with scholarship support. The work of the committee will ultimately guide Board conversations related to the facility's future.

5. Alumni & Outreach

Alumni Office

Alumni Award of Excellence Winner – Mr. Dennis Tichenor. Mr. Tichenor will receive the award at commencement.

Events Completed in 2016

- WOU Night at the Blazers (50 attendees)
- Community Watch Party for Wolves Men's Basketball (200+ attendees)
- Spring Wine Mixer (50 attendees)

Events Planned for 2016

- President Welcome Reception in Central Oregon – May 6
- Senior Send-Off – June 10
- Homecoming/Wolves Reunion Weekend – October 21 & 22

Outreach activities since January BOT meeting:

- February 5—International Awareness Dinner
- February 8—Chinese New Year
- February 10—community leaders meeting around community calendar project and Willamette Promise at Central High School
- February 11—University Day in the Capitol
- February 16—hosted delegates from Saitama University
- February 18—attended the SMART (Start Making a Reader Today) dinner/annual event

SMART engages community volunteers to read one-on-one with PreK through third-grade children who need reading support. Participating children also receive new books each month to keep and read with their families.

- March 1—attended Oregon Community Foundation reception/meeting
- March 4—attended Monmouth/Independence Chamber awards celebration
- March 12-14—attended annual meeting of the American Council of Education (ACE)
- April 1—met with Representative Paul Evans
- April 7—spring alumni mixer at NW Wine Studies Center
- April 11—hosted table at semi-annual etiquette dinner
- April 13—attended induction for Phi Kappa Phi
- April 16—attended annual POW WOW
- April 19—annual Scholarship Dinner

6. Commencement speaker: Representative Betty Komp

Excerpt from website:

Betty was 35 and looking for a life change when she began investigating college. She enrolled at Chemeketa Community College, transferred to Western Oregon University and graduated in 1990 with a bachelor's degree. She took a job teaching

at Woodburn High School and began working on a master's degree, which she received in 1992.

In 1994 Betty was hired as an assistant principal at Woodburn. It was a time of intense gang activity and violence at the high school. She was part of an administrative team that created a zero-tolerance plan for gang activity in the school. By advocating for high standards of discipline, Betty gained the respect of students, staff, and the community by lowering the dropout rate, improving the attendance rate and cracking down on gang activity.

7. Athletics: NCAA II

“Make it Yours” with focus on life in the balance for the student-athlete: athletic success, academic success and community engagement

Academic Success in the Classroom

	Winter 2016 Team Grade Point Averages	WOU Honor Roll	GNAC All-Academic Honors (announced at end of each sport season)
Baseball	2.87	8	NA
Men's Basketball	2.78	3	1
Football	2.65	9	NA
Men's Track & Field/Cross Country	2.95	7	NA
Men's Sports Overall	2.81	27	1
Women's Basketball	3.4	9	4
Soccer	3.53	15	NA
Softball	3.11	5	NA
Women's Track & Field/Cross Country	3.14	17	NA
Volleyball	2.9	2	NA
Women's Sports Overall	3.22	48	4
Athletics Over-All	3.01 GPA	75 WOU Honor Roll	5 GNAC All Academic Honors

Note: Felicia Covey (Women's Track & Field) and Jordan Mottershaw (Women's Basketball) were inducted into Phi Kappa Phi.

Athletics Engaged in Community Service

1. Through March 2016 Student-athletes have contributed **1,500 hours of campus and community service** this school year in such activities as:

WOU Food Pantry, Gentle House Clean Up Day, City of Monmouth tree planting, ushering and stage assistance for the Smith Fine Arts Concert Series, conducting youth camps/clinics over the winter holidays, reading in elementary schools along with fitness testing of students, setting up a Valentine's Dance for the residents at a local assisted living center in community, worked with the local YMCA and youth sports clubs, and officiated youth sports league games.

2. Through winter 2016, **WOU SAAC** (student-athlete advisory council) **members have raised \$1,000 for the NCAA D2 Make-a-Wish national campaign** and have reached their goal of \$1K. Additional dates are planned for the spring sports.

Athletic Success on the Field/Court for Winter 2016 Sports

	Overall Win/Loss Record	GNAC Win/Loss Record	GNAC Finish	GNAC All-Conference Honors	NCAA Post Season Participation	NCAA All-Americans
Men's Indoor Track & Field	NA	NA	2 nd /10	10 USTFCC CA All West Region Winners	5 SAs*	4
Women's Indoor Track & Field	NA	NA	8 th /10	3 USTFCC CA All West Region Winners	2 SAs**	
Men's Basketball	31-4 [^]	18-2 [^]	1 st /11	4	Div II Final Four [^]	1
Women's Basketball	4-24	3-17	11 th /11	-		

Notes:

* **At the NCAA National Indoor Track & Field Championship Meet** David Ribich placed 4th in the mile and was named All-American; Sam Naffziger, Aaron Whitaker, Josh Dempsey, and David Ribich placed 5th in the Distance Medley Relay and were named All-Americans; and Badane Sultessa qualified for the 800 meter event with the 6th fastest time in the country this year with a WOU school record of 1:49.68, but unfortunately was scratched from the final meet due to a foot injury.

** **At the NCAA National Indoor Track & Field Championship Meet** Emmi Collier placed 15th in the women's shot put, and Nicole Maurmann finished 15th in the mile preliminaries.

**** Men's Basketball** - Most overall wins in a season (31) in school history, most wins within GNAC league play (18) in school history; back to back GNAC regular season Champions, first GNAC Tournament Championship in school history; first #1 ranking of team in school history, first NCAA West Region Champions in school history, first trip to the NCAA Elite Eight championship tournament, and first trip to the NCAA Final Four in school history.

Additionally Coach Jim Shaw was named the GNAC Coach of the Year, the NCAA West Region Coach of the Year, and was the National Coach of the Year Runner-Up. Senior Andy Agvi was named All American by the National Association of Basketball Coaches, Division II College Commissioner's Association, *Division II Bulletin*, and *Basketball Times* in addition to being named the Most Outstanding Player of the NCAA West Regional Tournament and was named the GNAC Player of the Year for a second consecutive year.



For immediate release: April 4, 2016

Western Oregon University announces “WOU Affordability Grant” to increase access to college

MONMOUTH, Ore. – Western Oregon University President Rex Fuller announced today that the university was taking another bold step in keeping its high quality education affordable for Oregon students. With the support of the Board of Trustees, WOU limited its tuition increase for undergraduate residents to less than three percent for next year. This will further protect many Oregon students and families by offering a tuition grant that will fully offset the increase.

President Fuller said, “For 2016-17 we will fully offset the planned small tuition increase with an affordability grant for resident undergraduate students whose expected family contribution (EFC) is zero. Free Application for Federal Student Aid (FAFSA) is used to determine EFC and it is affected by a number of factors including family income and family size.” These grants to Oregon residents are intended to reduce financial barriers to educational attainment.

The WOU Affordability Grant is the latest action by the university to help keep the cost of its undergraduate education as low as possible. In 2007 the university created the innovative Western Tuition Promise, which allows students to select the tuition plan that best meets their needs, and in 2011 the university started a textbook rental program that saves students a half-million dollars a year in course material costs. “The WOU Affordability Grant is further evidence of WOU’s strong commitment to support Oregon students by keeping WOU affordable and accessible so that more students can earn bachelor’s degrees,” said Jim Baumgartner, chair of the WOU Board of Trustees.

The WOU Affordability Grant will be included in the financial aid package that new and continuing students will start to receive from the university this month. Eligible Oregon students will be identified from information provided in their Free Application for Federal Student Aid (FAFSA), so it is important that all current and future WOU students complete the FAFSA. The FAFSA and other financial aid information may be found on the U.S. Department of Education’s website at fafsa.ed.gov. For other information on Oregon’s Opportunity Grant, visit oregonstudentaid.gov/oregon-opportunity-grant.aspx.

About WOU

Western Oregon University (WOU), founded in 1856 and located in Monmouth, is Oregon’s oldest public university. The university has received national recognition for excellence for its focus on student learning and success by the Education Trust, US. News and World Report, American Association of State Colleges and Universities, National Association of Academic Advisors, and Parade Magazine. In 2015 WOU was recognized by the Education Trust as being a leader in graduating Pell Grant recipients and in 2010 as the top university in America at eliminating the Latino graduation gap. WOU is fully accredited by the Northwest Commission on Colleges and Universities.

EGTC, Board Statement on Board Vacancies

This proposed Board Statement is an action item.

Article III, Section 3 of the Board's Bylaws states:

"A vacancy on the Board shall exist upon the death, resignation, removal or expiration of the term of any Trustee. A Trustee may resign at any time by delivering written notice to the Governor, the Chair of the Board of Trustees, and the President of the University. When a vacancy exists, the Board Chair, in consultation with the other Trustees, shall contact the Office of the Governor with a recommendation concerning the filling of the vacancy."

Further, the Committee Charter of the Board's Executive, Governance, and Trusteeship Committee (EGTC) states:

"The EGTC is responsible for surveying the interests, skills, and abilities of current Trustees so that the Board chair may advise the Governor of the Board's needs when a vacancy should occur."

Previously, when faced with the vacancy created by the resignation of Major General Daniel Hokanson, the EGTC, at its October 27, 2015 meeting, reviewed a needs assessment matrix to guide how the Board Chair might conduct outreach with prospective candidates to recommend to the Governor. This protocol was adopted by the full Board at its October 28, 2015 meeting.

Since that time, because the first term of the incumbents for the designated positions on the Board (faculty, non-faculty staff, and student) are set to expire (designated trustees may serve two, two-year terms under Oregon law) and shared governance entities on campus expressed interest about the vacancy process, the EGTC met again on March 14, 2016 to discuss the elements that might be included in a Board Statement on Board Vacancies. While that discussion assisted the Board Chair in his interaction with WOU's shared governance entities about the process, it also informed the attached draft Board Statement. If adopted, this Board Statement would guide the Board's interaction, through the Board Chair, with the Governor when there is a board vacancy in the future. A draft of the Board Statement was circulated to EGTC members, soliciting individual comments before it was included in this docket.

STAFF RECOMMENDATION:

Adopt the attached Board Statement on Board Vacancies to govern the Board's recommendations to the Governor for board vacancies in the future.



Board Statement on Board Vacancies Board of Trustees of Western Oregon University

1.0 Introduction and Purpose

Under Oregon law, the WOU Board of Trustees (“Board”) may have between eleven and fifteen members. One position is a non-voting, ex officio position reserved for the university’s president. Three of the positions are designated for a faculty member, a non-faculty staff member, and a student of the university. The faculty and non-faculty staff member position can be either voting or non-voting at the election of the Governor. The remaining positions are at-large positions for individuals not employed by the university. The purpose of this Board Statement is to devise a process by which individuals who both understand the fiduciary obligations inherent with board trusteeship and complement the needs of the Board as a whole may be recommended to the Governor for nomination to the Board. The sole authority to nominate individuals to the Board rests with the Governor.

2.0 Authority

All trustees must be nominated by the Governor and confirmed by the Oregon Senate. Except for resignation, removal, or death, trustees serve until the end of their term, they are reappointed, or their successor is confirmed by the Oregon Senate. The process and guidance in this Board Statement is designed to assist the Governor and Oregon Senate in identifying candidates for the Board. Under Article III, Section 3 of the Board’s bylaws, the Board Chair, in consultation with other Trustees, makes recommendations to the Governor to fill vacancies on the Board. Under the Committee Charter of the Board’s Executive, Governance, and Trusteeship Committee (EGTC), the EGTC develops a needs assessment when faced with a Board vacancy to assist the Board Chair in discharging his or her responsibilities under the bylaws.

3.0 Process

3.1 Natural Expiration of a Term

At-large trustees may serve two, four-year terms on the Board. Designated trustees—those trustees that fill faculty, non-faculty staff, and student positions—may serve two, two-year terms. All terms end on June 30 of the last year of service. In the January prior to the expiration of a term, if the trustee is eligible for a second term, the Board Chair will discuss with the trustee whether or not the trustee would like his or her name recommended to the Governor for a second term.

3.2 Board Vacancies

Whether or not the vacancy is anticipated—due to the natural expiration of a term—or unexpected, when faced with the vacancy, the EGTC will conduct a needs assessment based on the current perspectives, backgrounds, experience and skills of the current trustees. This background information may include:

- 3.2.1 Gender, ethnicity, age, geographic location of residence, and other expressions of diversity;
- 3.2.2 Unique skills and competencies;
- 3.2.3 Complementary skills and perspectives;
- 3.2.4 A broad range of professional fields; and
- 3.2.5 Knowledge of Western Oregon University and/or higher education.

The needs assessment will assist the Board Chair, with the input of individual trustees, including the university's president, in identifying candidates for the vacancy.

3.3 Board Composition

As a whole, the Board should be composed of members who have:

- 3.3.1 A commitment to public higher education;
- 3.3.2 A record of public or community service;
- 3.3.3 Knowledge of complex organizations or academic institutions;
- 3.3.4 Demonstrated collaborative leadership;
- 3.3.5 A willingness and availability for constructive engagement;
- 3.3.6 A commitment to open-minded, non-partisan decision-making; and
- 3.3.7 A record of integrity and civic virtue.

3.4 Designated Positions

Whether or not the vacancy is anticipated—due to the natural expiration of a term—or unexpected, when faced with a vacancy in one of the designated positions on the Board, the Board Chair or designee will inform the relevant shared governance body—Faculty Senate, Staff Senate, or Associated Students of Western Oregon University—of the needs assessment, if available, process, timeline, or other information necessary for

the shared governance body to assist the Board Chair in the recommendation of candidates for the respective designated positions.

The timeline, regardless of the natural expiration of the term or an unexpected vacancy, may be different each year, depending on the schedule of the Governor and the Oregon Senate. The Board's Office will work with the Governor's Office and the Oregon Legislature to gather information about timelines to assist the Board Chair, the EGTC, and as appropriate, the shared governance bodies at the university.

- 3.4.1 The process by which shared governance bodies recommend a candidate or candidates for one of the designated positions remains within the province of the shared governance bodies as consistent with Section 3.4.2 of this Board Statement.
- 3.4.2 The process by which shared governance bodies recommend a candidate or candidates for one of the designated positions must accommodate the following:
 - (i) If there is more than one recommendation, the names of the recommended candidates must be unranked. All names forwarded by a shared governance body to the Board Chair should be qualified for board membership, including familiarity with the Board's governing documents; specifically including the Board's bylaws and the Board Resolution on the Responsibilities of Individual Trustees;
 - (ii) If an incumbent in one of the designated positions is eligible for a second term and is interested in serving in a second term, the Board Chair, in his or her discretion, may recommend that candidate to the Governor's Office; and
 - (iii) A process from the Board's office that permits anyone to self-nominate for any vacancy on the Board.

4.0 Board Chair

After the EGTC conducts a needs assessment and individuals have been recommended for the vacancies, whether through the input of the Board Chair or individual trustees, the president, self-nomination, or recommendations from a shared governance body, the Board Chair or designee will review information regarding the recommended individuals and may elect to interview one or more of the recommended persons. It is possible that the Board Chair may require a resume, curriculum vitae, or completion of any paperwork that would be required by the Governor's Office to facilitate the interview. After the interview, and consistent with any information of timelines the Board's Office has received from the Governor's Office or the Oregon

Senate, the Board Chair will inform the Governor's Office of the name or names of recommended candidates for the vacancy.

5.0 Document History

WOU Board Statement on Board Vacancies (2) 160419.doc

Undergraduate Admissions Changes for 2017-18 Academic Year

1. Change the high school GPA requirement from its current minimum of 2.75 to “Preferred GPA of 3.0” and add class rank as an admissions consideration factor.
2. Become a test-optional university by removing the requirement that freshmen applicants for admission submit an ACT or SAT test score. Students below a 3.0 will be required to submit an ACT or SAT test score, home schooled students will still be required to submit ACT or SAT test scores.
3. Require all freshmen applicants to submit one letter of recommendation from a teacher or school counselor.
4. Add new policy “Applicants who are ineligible to re-enroll in any college or university due to student conduct or disciplinary actions at that school are not eligible for admissions to WOU.”

ASAC, Educator Equity in Teacher Preparation Institutional Plan

This is an action item.

In 2015, in the legislative effort to perfect higher education governance reform, ORS 342.437 was amended to state: “As a result of this state’s commitment to equality for the diverse peoples of this state, the goal of the state is that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.” See House Bill 3345 (2015). The Legislature charged the Higher Education Coordinating Commission with requiring “each public teacher education program in this state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators to accomplish the goal described in ORS 342.437.” The HECC, in turn, adopts the plans for the public teacher education programs in the state.

This docket contains WOU’s Educator Equity in Teacher Preparation Institutional Plan as required by law.

At its April 15, 2016 committee meeting, the ASAC recommended the full Board approve the April 1, 2016 Educator Equity in Teacher Preparation Institutional Plan as included so that it might be transmitted to the HECC.

COMMITTEE RECOMMENDATION: The ASAC recommends that the Board approve the April 1, 2016 Educator Equity in Teacher Preparation Institutional Plan as included so that it might be transmitted to the HECC for adoption.



Western Oregon
UNIVERSITY

Western Oregon University
College of Education

Educator Equity in Teacher Preparation
Institutional Plan
In accordance with HB 3375

April 1st, 2016

Introduction and context

Western Oregon University has a 150-year history and tradition of excellence in educator preparation. Known previously as Oregon Normal School and Oregon College of Education, our identity is tied directly to educator preparation. Western’s College of Education (COE) is consistently one of the largest producers of teachers in the state, has earned numerous accolades and recognitions for this excellence, and has held national accreditation, continuously, since 1954. Throughout this time, we have valued the diversification of the educator workforce and the preparation of teachers able to help all children learn and grow. Western is pleased to submit this plan, pursuant to HB 3375, as a record of our commitments in these areas.

Note: HB 3375 includes efforts to increase the diversity of both the educator workforce and the administrator workforce. As Western Oregon University does not prepare administrators, our plan is focused on teachers.

“The goal of the state is that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district” (ORS 342.437 as amended by HB 3375, Section 3, 2015).

According to Oregon Teacher Standards and Practices Commission, the following portrait of linguistically and culturally diverse completers at WOU is as follows (2015-2016 values are estimates). Data reflect that the proportion of white completers ranges from a high of 92% in 2013-2014 to 86% in 2015-2016 – confirming our early efforts to diversify our student pool appears to be moving in the desired direction.

	<u>White</u>	<u>American Indian/ AK Native</u>	<u>Asian</u>	<u>Black/ African American</u>	<u>Hispanic/ Latino</u>	<u>Native Hawaiian Pacific Islander</u>	<u>Two or More Races</u>	<u>Other or Not Specified</u>	<u>% Non- White</u>
2011-2012	155	2	6	0	9	0	3	3	11.1%
2012-2013	142	2	1	0	9	0	4	13	9.3%
2013-2014	124	0	1	0	4	1	2	3	6.0%
2014-2015	85	0	2	0	5	2	0	3	9.3%
2015-2016	102	2	1	0	8	0	0	5	9.7%

Diversity of current students at WOU

The table below shows the percentage of non-white students enrolled in various stages of educator programs as well as for all of WOU. As of now, it is fairly uncommon for international students to be enrolled in educator programs because of the significant licensure test requirements that are only offered in English. The all WOU numbers include international students (who account for approximately 5% of university enrollment) but, in all cases, there are considerably more non-white students studying in other programs at Western than in educator programs. More troubling, there is a significant decrease in each year between the percentages of non-white students in pre-education courses than in initial licensure courses. This suggests that WOU may not have an enrollment problem in educator programs but rather a retention problem. 2014-2015 and 2015-2016 analyses must be added to this table before significant conclusions can be drawn. (All student data pulled from WOU Institutional Research data sources.)

Percentage non-white students

	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>
Students in pre-education	19.5	19.1	17.8	17.2	19.5	16.9	22.0
Students in initial licensure	14.2	15.5	12.5	9.7	14.3	8.9	13.6
Students in advanced programs	13.6	13.8	17.6	14.5	20.6	20.0	23.6
All WOU students	26.4	26.5	27.1	28.2	29.3	26.4	29.6

Diversity of current faculty at WOU

One factor that may be related to our ability to recruit, retain, and graduate linguistically and culturally diverse education students is the degree to which our faculty are also diverse. The most recent analysis available can be found below (Data, WOU Office of Human Resources). The table shows both tenure track and non-tenure track data in educator preparation as well as comparison information for Western Oregon University in total. Examination shows that while the percentage of non-white faculty at Western Oregon University has hovered at 14%, the percentages of non-white faculty in educator preparation have moved from slightly above to slightly below this with a higher of nearly 20% for non-tenure track faculty members in 2013-2014 to a low of 5% for tenure track faculty members in 2011-2012. Recent data from 2014-2015 and 2015-2016 must be added before strong conclusions can be reached. Although since 2011 the university faculty has become diverse we recognize that if we intend to increase the percentage of linguistically and culturally diverse education students at Western, we should also seek to more dramatically diversify the faculty. Recent collective bargaining efforts to redirect more of the total funding available for faculty compensation to starting assistant professor salaries, will improve WOU’s ability to compete for recruitment of diverse faculty.

	Teacher Prep Tenure Track n = x (%)						Teacher Prep Non-Tenure Track n = x (%)					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
Hispanic or Latino	2	9.1%	1	5.6%	1	5.0%	3	6.5%	2	3.8%	2	4.0%
American Indian or Alaskan	0	0.0%	0	0.0%	0	0.0%	1	2.2%	1	1.9%	0	0.0%
Asian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black or African American	1	4.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	2.0%
Native HA or Pacific Island	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	19	86.4%	17	94.4%	19	95.0%	37	80.4%	45	86.5%	45	90.0%
Two or more races	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Race/ethnicity unknown	0	0.0%	0	0.0%	0	0.0%	5	10.9%	4	7.7%	2	4.0%
Total	22	100.0%	18	100.0%	20	100.0%	46	100.0%	52	100.0%	50	100.0%
male	5	22.7%	13	72.2%	8	40.0%	17	37.0%	21	40.4%	19	38.0%
female	17	77.3%	5	27.8%	12	60.0%	29	63.0%	31	59.6%	31	62.0%
Total	22	100.0%	18	100.0%	20	100.0%	46	100.0%	52	100.0%	50	100.0%

	All COE Faculty n = x (%)						All WOU Faculty n = x (%)					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
Hispanic or Latino	6	4.7%	8	6.0%	5	4.5%	22	4.4%	21	4.4%	17	3.6%
American Indian or Alaskan	1	0.8%	1	0.8%	1	0.9%	2	0.4%	2	0.4%	3	0.6%
Asian	2	1.6%	1	0.8%	0	0.0%	11	2.2%	10	2.1%	11	2.3%
Black or African American	2	1.6%	2	1.5%	2	1.8%	8	1.6%	6	1.3%	7	1.5%
Native HA or Pacific Island	0	0.0%	0	0.0%	0	0.0%	1	0.2%	1	0.2%	1	0.2%
White	110	85.9%	112	84.2%	98	88.3%	431	86.0%	412	86.4%	407	86.4%
Two or more races	0	0.0%	2	1.5%	2	1.8%	2	0.4%	2	0.4%	2	0.4%
Race/ethnicity unknown	7	5.5%	7	5.3%	3	2.7%	24	4.8%	23	4.8%	23	4.9%
Total	128	100.0%	133	100.0%	111	100.0%	501	100.0%	477	100.0%	471	100.0%
male	32	25.0%	42	31.6%	37	33.3%	226	45.1%	218	45.7%	223	47.3%
female	96	75.0%	91	68.4%	74	66.7%	275	54.9%	259	54.3%	248	52.7%
Total	128	100.0%	133	100.0%	111	100.0%	501	100.0%	477	100.0%	471	100.0%

Aligned initiatives at WOU

Relative to educator preparation, faculty in the College of Education have invested significantly in building a culture supportive of diversity and therefore aligned to the goals of HB3375.

COE Diversity Committee and the COE Diversity Action Plan. During the 2014-2015 academic year, the College of Education re-initiated an inactive Diversity Committee. This group meets quarterly to guide diversity related initiatives across academic programs within the College, seeks to interface effectively with the University Diversity Committee, and develops, implements, and assesses a professional development plan relative to faculty, staff, and students around diversity and inclusivity outcomes. One of the major tasks of this group has been to develop a comprehensive COE Diversity Action Plan that exists, at this time, in draft. This group will move forward in its work further articulating and enacting this plan.

COE Faculty Professional Development Relative to Required ELL Standards. Teachers Standards and Practices Commission voted to include a rigorous set of standards relative to English Language Learners into all initial licensure programs in 2013-2014. These standards must also be met, through professional development, by faculty working in educator preparation programs. The College of Education submitted its plan for professional development relative to these ELL standards to Teacher Standards and Practices Commission in late December 2015 and is in the process of implementing plans now.

TeachOregon and the work of the Salem-Keizer Collaborative. During 2009-2010, faculty from Willamette University, Corban University and Western Oregon University began systematic and strategic collaborations with Salem-Keizer School District on the quality of educator preparation and PK-12 student learning. During the 2013-2014 year, the Chalkboard Project funded the SK Collaborative through a TeachOregon grant. This grant has many foci including recruiting, retaining, and graduating a more diverse educator workforce. Through this work, several innovations have been initiated and will be used strategically in implementation of this plan. These innovations include the Bilingual Teacher Scholars program and the Cadet Teacher program – each described below.

Bilingual Teacher Scholars program. During winter 2016, Western admitted the second cohort of Bilingual Teacher Scholars in collaboration with several partner school districts and Chemeketa Community College. This “grow your own” model braids resources from WOU (remission and scholarships) with resources from sponsoring school districts (in the form of after school program wages) to help culturally and linguistically diverse education majors earn teacher licensure. This program will be a major mechanism by which target pre-education majors are recruited and retained at Western.

Cadet Teacher Program in Salem-Keizer School District. As a part of the TeachOregon work previously mentioned, we will continue to collaborate with teachers and students in the Cadet Teacher Program as a means to recruit additional linguistically and culturally diverse high school students into pre-education majors.

Chemeketa Community College collaboration. During summer 2016, the Division of Teacher Education re-purposed existing resources in collaboration with the COE Dean’s Office to hire two, full-time academic advisors specific to pre-education. One of these academic advisors is bilingual and will be crucial to quality advising and recruitment at community and family events. These advisors have also taken the lead on updating and extending materials to support the articulation agreement between Chemeketa Community College and Western for pre-education majors.

Part I: Identification of specific, measureable goals

In recognition of current efforts, current status, and best predictions, Western Oregon University adopts the following major goal:

MAJOR GOAL: Beginning in 2016-2017, demonstrate a 5% point increase in the graduation of culturally and linguistically diverse educators, each year, until 2021-2022 when 35% point is achieved.

Many minor goals are identified in Part II: Identification and description of strategies to impact progress toward goals. We will use these minor goals to monitor progress but all are in service of the major goal identified above.

Baseline Years

2014-2015 Recruit 30 culturally and linguistically diverse education majors to WOU.

2015-2016 Recruit 40 culturally and linguistically diverse education majors to WOU.
Retain 80% (2015-2016 class) freshmen to sophomore.

Target Years

2016-2017 Recruit 50 culturally and linguistically diverse education majors to WOU.
Retain 80% (2016-2017 class) freshmen to sophomore.
Retain 70% (2015-2016 class) freshmen to junior.
Target graduation = 10% culturally and linguistically diverse educators.
Target graduation = 150 initial licensure, at least 15 culturally and linguistically diverse.

- 2017-2018 Recruit 60 culturally and linguistically diverse education majors to WOU.
 Retain 80% (2017-2018 class) freshmen to sophomore.
 Retain 70% (2016-2017 class) freshmen to junior.
 Admit 60% (2015-2016 class) to educator preparation program.
 Target graduation = 15% culturally and linguistically diverse educators.
 Target graduation = 150 initial licensure, at least 23 culturally and linguistically diverse.
- 2018-2019 Recruit 70 culturally and linguistically diverse education majors to WOU.
 Retain 80% (2018-2019 class) freshmen to sophomore.
 Retain 70% (2017-2018 class) freshmen to junior.
 Admit 60% (2016-2017 class) to educator preparation program.
 Graduate 50% (2015-2016 class, 4-year graduation rate)
 NOTE: Current 4-year completion = 12.15%
 Target graduation = 20% culturally and linguistically diverse educators.
 Target graduation = 150 initial licensure, at least 30 culturally and linguistically diverse.
- 2019-2020 Recruit 75 culturally and linguistically diverse education majors to WOU.
 Retain 80% (2019-2020 class) freshmen to sophomore.
 Retain 70% (2018-2019 class) freshmen to junior.
 Admit 60% (2017-2018 class) to educator preparation program.
 Graduate 50% (2016-2017 class, 4-year graduate rate).
 Target graduation = 25% culturally and linguistically diverse educators.
 Target graduation = 160 initial licensure, at least 40 culturally and linguistically diverse.
- 2020-2021 Recruit 75 culturally and linguistically diverse education majors to WOU.
 Retain 80% (2019-2020 class) freshmen to sophomore.
 Retain 70% (2018-2019 class) freshmen to junior.
 Admit 60% (2017-2018 class) to educator preparation program.
 Graduate 60% (2016-2017 class (4-year graduation rate).
 Graduate 80% of 2015-2016 class (6-year graduation rate).
 NOTE: Current 6-year completion = 44.31%
 Target graduation = 30% culturally and linguistically diverse educators.
 Target graduation = 160 initial licensure, at least 48 culturally and linguistically diverse.
- 2021-2022 Recruit 75 culturally and linguistically diverse education majors to WOU.
 Retain 80% (2019-2020 class) freshmen to sophomore.
 Retain 70% (2018-2019 class) freshmen to junior.
 Admit 60% (2017-2018 class) to educator preparation program.
 Graduate 50% (2016-2017 class, 4-year graduation rate).
 Graduate 80% of 2016-2017 class (6-year graduation rate).
 Target graduation = 35% culturally and linguistically diverse educators.
 Target graduation = 160 initial licensure, at least 56 culturally and linguistically diverse.

Repeat indefinitely while maintaining at least 35% culturally and linguistically diverse educators. These are ambitious goals and will require close cooperation with our feeder school districts and community

colleges and will also depend upon adequate state funding to permit tuition/fee remission grants to this financially more in need population.

Part 2: Identification and description of strategies to progress toward major goal

To accomplish this goal, Western Oregon University will continue to invest – as funding permits – in several promising strategies that will align with strategic priorities of our school district partners including:

MAJOR GOAL: Beginning in 2016-2017, demonstrate a 5% point increase in the graduation of culturally and linguistically diverse educators, each year, until 2021-2022 when 35% of all initial licensure candidates will be culturally and/or linguistically diverse.

Goal #1: Recruit increasing numbers of culturally and linguistically diverse education majors.

Task #1: Continue the Bilingual Teacher Scholars program in partnership with Salem-Keizer SD, Hillsboro SD, Central SD, Corvallis SD, Chemeketa Community College, and other interested partners.

- Recruit, select, and admit annual cohorts of Bilingual Teacher Scholars in accordance with the plans and agreements as developed and reviewed annually by the BTS Steering Committee.
- Assure fiscal stability of the program (at full capacity).
- Seek to expand the Bilingual Teacher Scholars program with interested school districts using a “pay to play” model.

Task #2: Partner with the Salem-Keizer Cadet Teacher Program as a pipeline of freshmen education majors.

- Weekly participation of Division of Teacher Education faculty in Salem-Keizer Cadet Program.
- Organize and execute annual campus visits for Cadet teachers to visit educator preparation program at Western.
- Develop materials that partner teachers can distribute to recruit future teachers.

Task #3: Collaborate with Chemeketa Community College and other major feeder programs to recruit education transfer students.

- Create, maintain, and distribute articulation agreements for pre-education majors.
- Provide quarterly advising sessions at Chemeketa for potential pre-education transfer students.
- Invite Chemeketa students to all student professional development events just as though they are WOU students.
- Increase presence on-site at Chemeketa in collaboration with WOU academic advising, financial aid counseling, and admissions.
- Expand as necessary to include other major feeder community colleges.

Task #4: Develop recruiting materials that highlight successful culturally and linguistically diverse educators.

- Develop 2-minute video vignettes highlighting successful diverse graduates and current students.
- Develop full-color, bilingual brochure describing the Bilingual Teacher Scholars program

Task #5: More publicly and consistently demonstrate our institutional commitments to diversity via web, print, and practices.

- Develop a marketing plan that disseminates our institutional values around diversity and inclusivity.
- Produce more marketing materials in multiple languages.
- Invest/support expansion of Latino Advisory Board model to other communities.

Goal #2: Retain culturally and linguistically diverse education majors.

Task #1: Enroll all Bilingual Teacher Scholars in 4-year On-track program.

- Enroll all BTS in 4-year On-track program.
- Connect DTE Academic Advising with On-track program to assure current advising.

Task #2: Develop a strong professional community of Bilingual Teacher Scholars.

- Hold quarterly community building events.
- Provide supplemental advising and academic support.
- Communicate weekly through email alerting students to professional development opportunities.

Task #3: Develop increasing numbers of bilingual courses both in COE and LAS targeting required courses for elementary education majors.

- Develop bilingual math sequence (MTH 211, 212, and 213).
- Develop bilingual history sequence (HST 201, 202, and 203).
- Develop bilingual introductory education core (ED 200).
- Develop other bilingual classes as appropriate.
- Collaborate with LAS faculty members to develop and promote stronger multi-cultural cross-programming opportunities.

Task #4: Improve the quality of academic advising for pre-education majors in the Division of Teacher Education.

- Provide excellence in academic advising.
- Develop outstanding advising materials.
- Provide professional development for DTE faculty.
- Partner with Academic Advising and Learning Center as necessary.
- Partner with the Joint Committee on Educator Preparation as necessary.
- Train all DTE faculty members on Wolf Connection System.

Task #5: Continue to develop the Educator Preparation small grants program to meet the emergency financial needs of students.

- Seek additional donors to this fund.
- Allow use of these funds to pay for educator tests.
- Develop a “service integration” model that matches needs to resources.

Task #6: Continue to explore flexibly delivered preparation programs to accommodate working adults and those in need of a longer transition into teaching.

- Consider options and recommend one or more flexible delivery methods.

Task #7: Develop a faculty and staff workforce that is at least 35% culturally and linguistically diverse.

- Highlight a COE and WOU commitment to the diversification of our employees.
- Develop a strategic plan relative to this goal and pursue it doggedly over many years.
- Partner with strong doctoral programs at minority-serving institutions, with a focus on Hispanic Serving Institutions, in particular.
- Insist bilingual and bicultural staff serve in all units that intersect with students and the public.

Task #8: Continue to increase the cultural competence of faculty and staff through regular, strategic, compulsory professional development.

- Develop and execute a professional development calendar and manage resources accordingly.
- Using the Center for Academic Innovation, improve the capacities of faculty in teaching and learning for an increasing diverse student population.

Goal #3: Admit increasing numbers of culturally and linguistically diverse education majors into initial licensure programs.

Task #1: Reduce required educator assessments as the major barrier to admission to initial licensure programs for culturally and linguistically diverse candidates.

- Provide regular, ongoing, comprehensive educator test prep, one-on-one coaching, tutoring, and error analysis.
- Develop comprehensive resource library.
- Develop peer-tutoring program.

Goal #4: Ensure graduation of increasing numbers of culturally and linguistically diverse education majors across all initial licensure programs.

Task #1: Provide an efficacious educator preparation program focused on success in an increasingly diverse school system.

- Identify clear outcomes used to monitor efficacy of educator preparation relative to issues of diversity and inclusivity.

Progress Monitoring

This plan will be monitored annually by the College of Education Consortium and quarterly by the College of Education Licensure and Clinical Experiences Council. Individual components of the plan will be monitored on the timeline and according to the outcomes identified in the work scope.

Areas of concern

During summer 2015, the educator community worked with Teacher Standards and Practices Commission to eliminate the required Basic Skills tests for educators. There was no evidence that this test had any predictive value for estimated teacher effectiveness upon licensure and there was an ongoing concern it represented a needless barrier to the diversification of the work force. As Oregon ramps up adoption of the nationally normed, teacher performance assessment known as edTPA, TSPC will be required to set an

acceptable cut score prior to the 2017-2018 academic year. Nationally, edTPA has been shown to be as culturally biased as other exams used widely in this country and so TSPC must be mindful to not set scores that inadvertently work against the goals of HB3375.

Similarly, as all Educator Preparation Programs (EPPs) in Oregon will be required to become CAEP accredited by the year 2021, it will become increasingly necessary for EPPs to be able to track graduates to various places of employment and to have access to statewide student performance data (and other teacher performance data) necessary to monitor the effectiveness of graduates in facilitating PK-12 student learning. The state must provide assistance to assure a system for tracking educators and linking their performance data back to EPPs. Without a statewide tracking system and the sharing of employment data with EPPs, programs will have few systematic ways to track preparation efficacy, including that of culturally and linguistically diverse educators and the learning of culturally and linguistically diverse children. This is essential to success of HB 3375 and meeting the goals of the Educator Equity Act.

Acronym Glossary:

BTS – Bilingual Teacher Scholars (WOU education majors)
CAEP – Council for the Accreditation of Educator Programs
COE – WOU College of Education
DTE – WOU Division of Teacher Education
edTPA – Nationally normed teacher performance assessment tool
ELL – English Language Learners
EPP – Educator Preparation Programs
LAS – WOU College of Liberal Arts and Sciences
TSPC – State of Oregon Teachers Standards and Practices Commission

ASAC, Graduate Certificate, Dual Language/Bilingual Education

This is an action item.

Enclosed are materials outlines WOU's rationale to start a new graduate certificate program in Dual Language/Bilingual Education. The graduate certificate would be in the College of Education, Division of Teacher Education. Academic certificate programs, such as the one proposed here, must be approved by the university's Board of Trustees before transmittal to the Higher Education Coordinating Commission for approval.

At its April 15, 2016 committee meeting, the ASAC recommended the full Board approve the new graduate certificate program in Dual Language/Bilingual Education as proposed so that it might be transmitted to the HECC for approval.

COMMITTEE RECOMMENDATION: The ASAC recommends that the Board approve the new graduate certificate program in Dual Language/Bilingual Education as proposed and so that it might be transmitted to the HECC for approval.



HIGHER EDUCATION
COORDINATING
COMMISSION

PROPOSAL FOR A NEW ACADEMIC PROGRAM

Institution: Western Oregon University
College/School: College of Education
Department/Program: Division of Teacher Education
Proposed Degree and Title: Graduate Certificate -- Dual Language/Bilingual Education

1. Program Description

(a) Proposed Classification of Instructional Programs (CIP) number: 13.0201

Detail for CIP Code 13.0201 (from <http://nces.ed.gov/>)

Title: Bilingual and Multilingual Education.

Definition: A program that focuses on the design and provision of teaching and other educational services to bilingual/bicultural children or adults, and/or the design and implementation of educational programs having the goal of producing bilingual/bicultural individuals. Includes preparation to serve as teachers and administrators in bilingual/bicultural education programs.

(a) Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

As more schools and districts seek to deliver dual language/bilingual programs focused on preparing PK-12 children simultaneously in two languages, more educators require expertise in dual language/bilingual methods. Though there is not currently an educator credential that is required to serve as a dual language educator, many districts are clamoring to hire teachers with specialized expertise in this field. Teacher Standards and Practices Commission has adopted standards for this field but is unlikely to adopt an associated required credential. Rather, they will leave these standards and professional expertise as “value added” elements to an educator’s repertoire.

Given this context and the increasing desire for educators with dual language expertise, the Division of Teacher Education proposes a graduate certificate program in Dual Language/Bilingual Education. This 15-credit certificate is comprised of one existing, 3-credit class and four new 3-credit classes. Each

proposed class is aligned to TSPC competencies in dual language and this alignment is indicated on proposed syllabi.

- (b) Course of study (15 units) – proposed curriculum, including course numbers, titles, and credit hours.

The proposed course of study includes one existing and four new courses:

- ED 631: Foundations of Biliteracy (3 credits) – existing course
- ED 641: Theories of Bilingualism (3 credits)
- ED 644: Bilingualism in Socio-cultural Contexts (3 credits)
- ED 645: Instruction and Assessment in Dual Language/Bilingual Settings (3 credits)
- ED 647: Critical Inquiry and Reflective Practice for Dual Language/Bilingual Educators (3 credits)

See course syllabi, attached.

- (c) Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

This graduate certificate program will be delivered face-to-face on-campus at Western Oregon University, through hybrid delivery partially face-to-face and partially online, and on-site in collaboration with Oregon school districts.

- (d) Adequacy and quality of faculty delivering the program.

Western Oregon University currently employs two full-time, tenured professors in the area of Bilingual and ESOL education as well a number of part-time and well-qualified non-tenure track faculty. In addition, Western has just hired one Assistant Professor (tenure-track) and one Visiting Instructor (non-tenure track) specializing in Bilingual and ESOL Education who will be starting in the fall of 2016. All faculty are outstanding educators, leaders within the field, and recognized experts across the state. In addition, a strong network of school-based collaborators assures an adequate supply of both tenured and non-tenure track faculty.

A brief listing of faculty and relevant bio involved in the program:

- Dr. Maria Dantas-Whitney, Professor of ESOL/Bilingual Education, teaches in the areas of educational linguistics, second language acquisition, multicultural education, research methods, and instructional/assessment methods in ESOL and Bilingual Education.
- Dr. Carmen Cáceda, Associate Professor of ESOL and Bilingual Education, teaches in the areas of educational policy, multicultural education, bilingualism and biliteracy, and instructional methods in ESOL/Bilingual Education.

- Ms. Jessica Dougherty, non-tenure track Instructor of ESOL/Bilingual Education, teaches in the areas of instructional methods, educational linguistics, and acts as a clinical supervisor for the ESOL and ESOL/Bilingual practicum.
- Ms. Robin Farup-Romero, non-tenure track instructor, currently a principal in a dual language elementary school in Hillsboro, has over 25 years of experience as a K-12 educator. She teaches courses in bilingualism/biliteracy, multicultural education, and instructional methods in ESOL/Bilingual Education.
- Ms. Liset Gonzalez-Acosta, non-tenure track instructor, currently an English Language Acquisition Specialist in Salem-Keizer School District, has over 20 years of experience as a bilingual/ESOL teacher and coach. She teaches in the areas of multicultural education, educational linguistics, and instructional methods in ESOL/Bilingual Education.
- Dr. Joshua Schulze, newly hired Assistant Professor of ESOL/Bilingual Education, will teach in the areas of educational linguistics, educational policy, and instructional methods in ESOL/Bilingual Education.
- Ms. Teresa Tolento, newly hired non-tenure track Visiting Instructor of ESOL/Bilingual Education with over 15 years of experience as a bilingual teacher, bilingual coach, and principal in a dual language elementary school, will teach courses in multicultural education, educational policy, bilingualism/biliteracy, and instructional methods in ESOL/Bilingual education.

(e) Faculty resources – full-time, part-time, adjunct.

The College of Education at Western Oregon University has existing resources in both human and physical capacity. This proposed program and associated faculty is well supported.

(f) Other staff.

This proposed graduate certificate program is be supported by an existing staff serving a number of existing educator-oriented programs. We do not anticipate needing additional support to add this certificate.

(g) Facilities, library, and other resources.

Faculty teaching in this program will have access to all facilities, resources, and supports that accompany a comprehensive university with a strong, nationally accredited College of Education.

(h) Anticipated start date.

Summer 2016.

2. Relationship to Mission and Goals

- (a) Manner in which the proposed program supports the institution’s mission, signature areas of focus, and strategic priorities.

WOU’s mission is to “provide effective learning opportunities that prepare students for a fulfilling life in a global society, support an accessible and diverse campus community, and to improve continuously our educational, financial, and environmental sustainability.”

The proposed graduate certificate program in Dual Language/Bilingual Education is tightly aligned to this mission through increasing skillfulness of those working with children whose first language is not English and in districts using dual language method to deliver PK-12 education.

- (b) Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

With increasing numbers of students in Oregon schools who speak languages other than English at home, and increasing numbers of English-speaking families recognizing the value of bilingualism in our global society, there is a growing need for educators and supporting personnel with specialized knowledge aligned to this graduate certificate.

- (c) Manner in which the program meets regional or statewide needs and enhances the state’s capacity to:
- i. improve educational attainment in the region and state;
 - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
 - iii. address civic and cultural demands of citizenship.

These statewide goals require specialized skills and knowledge to support the learning of Oregon children that are culturally and linguistically diverse. This proposed graduate certificate program is tightly aligned to the cultural and civic goals identified above.

3. Accreditation

- (a) Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

Oregon Teacher Standards and Practices Commission (TSPC) has identified standards aligned to Dual Language/Bilingual Education though there is not currently a required educator credential in this area. Rather, a “value added” specialization credential exists in Oregon. The proposed program is aligned to these approved standards but will not culminate in the TSPC specialization. Western

Oregon University may pursue this option at a later date. In addition, all educator programs at Western Oregon University also meet NCATE/CAEP national accreditation standards and this proposed program would be no exception.

- (b) Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

The proposed program will join a large portfolio of nationally accredited educator programs in the College of Education at Western Oregon University. The program will align to the same high standards of professionalism and continuous improvement.

- (c) If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

NA

- (d) If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

NA

4. Need

- (a) Anticipated fall term headcount and FTE enrollment over each of the next five years.

We anticipate running one cohort of twenty students in this program annually over each of the next five years. It is likely that demand for this certificate program will grow but our estimates, at this time, are relatively modest.

- (b) Expected degrees/certificates produced over the next five years.

Approximately 20 per year over each of the next five years for a five-year total of 100 completers.

- (c) Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).

It is likely that this program will serve a wide variety of students including both part-time and full-time, traditional and nontraditional graduate students. In addition, we expect to serve many teachers in collaboration with partner school districts.

- (d) Evidence of market demand.

We have begun to pilot courses in this area in collaboration with Hillsboro School District and other districts have expressed similar interest. Despite the lack of a required educator credential in this area, the need for quality educator professional development aligned to rigorous statewide standards adopted for the field is evident.

- (e) If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

No graduate certificate programs currently exist in this field in Oregon.

- (f) Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

We believe this proposed graduate certificate will be an indication of quality and skillfulness attained by completers. Additionally, we anticipate several school districts will pay tuition for their employees to complete this program in an effort to bolster district capacities in this field. This graduate certificate is likely to add significant value to an educator's portfolio of skills and experience.

5. Outcomes and Quality Assessment

- (a) Expected learning outcomes of the program.

Learning outcomes

- Prepare teachers and other education professionals to apply theories of first and second language acquisition to their practice, and to use theoretical principles related to the role of culture and identity to foster an inclusive learning environment in dual language and bilingual settings.
- Prepare teachers and other education professionals to use evidence-based practices and strategies related to planning/developing/designing, implementing, and managing/assessing instruction in dual language and bilingual settings.
- Prepare teachers and other education professionals to act as a resource and advocate for multilingualism, and to collaborate with students, their families, and the community in order to meet the needs of multilingual students.

- (b) Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

As with all academic programs in the College of Education, student learning outcomes will be assessed annually and data will be aggregated and reported

consistently to facilitate continuous improvement. This work will be managed by the College of Education Licensure and Clinical Experiences Council.

- (c) Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Scholarly work equivalent to the expectations of tenured, tenure-track, and non-tenure track faculty at Western Oregon University as articulated in the Collective Bargaining Agreement.

6. Program Integration and Collaboration

- (a) Closely related programs in this or other Oregon colleges and universities.

As stated previously, no graduate certificate programs in this field currently exist in Oregon. However, most public universities offer endorsement programs in ESOL – a related but different field.

- (b) Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

The ESOL professional community in Oregon is very collaborative and we hope the addition of this certificate program will further these collaborations. Enormous synergy will exist between this proposed program and the menu of other educator programs at Western Oregon University.

- (c) If applicable, proposal should state why this program may not be collaborating with existing similar programs.

NA

- (d) Potential impacts on other programs.

It is anticipated this this proposed program will have a minimal impact on other related programs in the state. The need in the state in this area is significant and this proposed program helps to meet Oregon needs.

7. Financial Sustainability (*see Budget Outline form*)

- (a) Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

This proposed program joins an extensive portfolio of related educator programs. No significant additional resources are necessary to facilitate success for this program.

- (b) Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

No unique resources are necessary for this proposed graduate certificate program.

- (c) Targeted student/faculty ratio (student FTE divided by faculty FTE).

The target student/faculty ratio for this proposed program is 18:1.

- (d) Resources to be devoted to student recruitment.

An appropriate budget to support recruitment and marketing of existing graduate programs exists in the College of Education at Western Oregon University and this proposed program will benefit from these resources.

8. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

External reviews are not done for certificate programming.

9. Budget Analysis

Modest increases will be incurred to support this proposed graduate certificate program in Dual Language/Bilingual Education. This program will run on a cohort model; thus, costs will be predictable and manageable. A four-year analysis is included.

Instructions on Budget Outline form

1. Whose viewpoint?

The Budget Outline is intended to show the budgetary impact resulting from offering the new program. This table should be completed from the viewpoint of the budgetary unit that will be responsible for the program. Determine what the budgetary unit will be doing (in terms of new or additional activities) that it is not now doing and show what these activities will cost — whether financed and staffed by shifting of assignments within the budgetary unit; reallocation of resources within the institution; special appropriation of the legislature; or gift, grant, or other funds.

2. No additional resources needed?

If the program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the budgetary unit responsible for the program, the budgetary impact would be near zero and should be so reported in the table.

3. Additional resources needed?

If FTE faculty or support staff assigned to the budgetary unit must be increased to handle an increased workload as a result of the new program (or to provide added competencies), indicate the total resources required to handle the new activities and workload (e.g., additional sections of existing courses) by specifying: (1) how much of this total figure is from reassignment within the budgetary unit (Column A), and (2) how much is from resources new to the budgetary unit (Columns B-E). Please provide line item totals in Column F.

Budget Outline Form: Years 1-4 (yrs. 2, 3, and 4 would incur salary inflationary adjustments, only)

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: Western Oregon University

Academic Year: 2016-2017

Program: Dual Language/Bilingual Education Graduate Certificate Program

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)		.33 FTE (\$13,292)				.33 FTE (\$13,292)
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE		\$3,998				\$3,998
Nonrecurring						
Personnel Subtotal		.33 FTE (\$17,290)				.33 FTE (\$17,290)
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	\$54,200	.33 FTE (\$17,290)				.33 FTE (\$17,290)



Western Oregon UNIVERSITY

Division of Teacher Education

ED 631: Foundations of Biliteracy

Course Description

This course explores the relationship between first and second language literacy and between oral and written language skills. Examines ESOL and biliteracy teaching strategies for differentiated proficiency levels, as well as materials, classroom organizational structures, and assessment tools. Projects encourage participants to become reflective practitioners as they analyze and critique their own beliefs and teaching practices, and plan their professional growth.

Course Goals

The primary goal for this course is to understand what theories and research inform the skills and processes required in various educational settings to develop highly skilled, biliterate individuals, which includes:

- Explain, compare, contrast, and critique theories and research in the areas of language development and biliteracy.
- Summarize seminal literacy studies and articulate how these studies have impacted the biliteracy instruction.
- Examine historical development of the field of biliteracy.
- Examine the role vocabulary, background knowledge, bridging, and motivation play in the biliteracy continuum
- Explore ways to create a “balanced” biliteracy program
- Develop a project that addresses a crucial, professional question about biliteracy in the K-12 system.
- Analyze and critique own beliefs and teaching practices, develop a reflective stance, and plan for professional growth.

Required Articles

There will be a reading schedule of assigned articles and chapters (see schedule), and these will be available in Moodle.

Carrasquillo, A. (1998). Bases teóricas para la enseñanza de la lectura en español. In A. Carrasquillo & P. Segan (Eds.), *The teaching of reading in Spanish to the bilingual student (La enseñanza de la lectura en español para el estudiante bilingüe)* (2nd ed., pp. 1-16). New Jersey: Lawrence Erlbaum Associates.

Cassany, Daniel (n.d). Investigaciones y propuestas sobre literacidad actual: Multiliteracidad, internet

- y criticidad. *Catedra UNESCO*, 1-10. Retrieved from <http://www2.udec.cl/catedraunesco/05CASSANY.pdf>
- Cazden, C., Cope, B., Fairclough, N., & Gee, J. (1996). A pedagogy of multiliteracies: Designing social futures. *66, 1*, 60-92.
- Dávila de Silva, A. (2004). Emergent Spanish writing of a second grader in a whole-language classroom In B. Perez (Ed.), *Sociocultural contexts of language and literacy* (2nd ed., pp. 247-276). New Jersey: Lawrence Erlbaum Associates Publishers.
- Ek, L. D, Sánchez, S. E., & Guerra, J. M. (2016). Cultural multiliteracies: Integrating technology with Latino children's literature. In E. Clark Riojas, B. Flores Bustos, H. L. Smith & D. A. Gonzales (Eds.), *Multicultural literature for Latino Bilingual Children: Their words, their worlds* (pp. 207-222). Lanham, Maryland: Rowman & Littlefield.
- Ernst-Slavit & Mulhern, G. (2003). Bilingual books: Promoting literacy and biliteracy in the second-language and mainstream classroom. *Reading Online* (1-13). Retrieved on March 24, 2015 from <http://www.readingonline.org/articles/ernst-slavit/>
- Ferreiro, E. (1997). La revolución informática y los procesos de lectura y escritura. *Estudios Avancados*, 11(29), 277-285.
- Freeman, Y. S., & Freeman, D. E. (2009). *La enseñanza de la lectura y escritura en español y en inglés* (pp. 86-102). Portsmouth, NH: Heinemann.
- García, O. (2014). Becoming bilingual and biliterate. In C. A. Stone, E. R. Silliman, B. J. Ehren & G. P. Wallach (Eds.), *Handbook of Language and Literacy*. NY: The Guilford Press.
- Hornberger, N. (2004). The continua of biliteracy and the bilingual educator: Educational linguistics in practice. *Bilingual education and bilingualism* 7(2 & 3), 155-171.
- Pérez, B. (2004). *Becoming biliterate: A study of two-way bilingual immersion education*. Mahwah, NJ: Erlbaum.
- Pérez, B. (2004). Language, literacy, and biliteracy. In B. Perez (Ed.), *Sociocultural contexts of language and literacy* (2nd ed., pp. 25-56). New Jersey: Lawrence Erlbaum Associates Publishers.
- Velasco, P. & García, O. (2014). Translanguaging and the writing of bilingual learners. *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*, 37(1), 6-23.

Recommended textbook:

- Freeman, Y. S., & Freeman, D. E. (2009). *La enseñanza de la lectura y escritura en español y en inglés*. Portsmouth, NH: Heinemann.
- Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-Gonzales, L., Ruiz-Figueroa, O., & Escamilla, M. (2014). *Biliteracy from the start: Literacy squared in action*. Philadelphia, PA.

Optional readings

- García, O. (2010). Latino language practices and literacy education in the U.S. In M. Farr & L. S. J. Song (Eds.), *Ethnolinguistic Diversity and Education. Language, Literacy, and Culture* (pp. 193-211). New York: Routledge.

Beeman, K., & Urow, C. (2013). *Teaching for biliteracy: Strengthening bridges between languages*. Philadelphia: Caslon.

Course Requirements

1	Professionalism/Attendance/Participation	20 points
2	Reflections and connections	25 points
3	Application of examples	25 points
4	A reflective classroom landscape	05 points
5	A reflective critical lens project	25 points
Total		100 points

1. Attendance/Participation (10 @02 points each =20 points)

Each session, you will be assigned readings from the textbook and/or related articles. To demonstrate your understandings and to clarify ideas related to the readings, you will participate in discussions. Everyone should do all the assigned readings, contribute, and add substantial content to the group's discussion. Be prepared to respond by **agreeing/disagreeing, making related comments, and/or asking additional questions.**

2. Reflections and connections (25 points)

You will be required to complete five assignments that require you to reflect and connect to what you are learning. Your reflection papers may use first person narrative, but must include citations and examples drawn from the text read and appropriate use of APA formatting (6th edition) as well as an academic and reflective voice.

1. A statement of your objectives for this course (1 page, typed, double-spaced)

2. A reflective narrative that deals with your personal experiences with biliteracy, both as a learner and as a teacher. Your narrative can be in form of an autobiography or autobiographical incident, a poem, a song (or combined). (3-4 typed pages and double-spaced).

3. Reading response paper should be 3-4 pages in length and double-spaced. It comes later in the course after you have spent some time applying what you are learning/ reading.

4. Final reflection paper. Self-reflection is a key component of this course. You are asked to revisit your "Personal narrative," (Writing 2) and reflect, add, or critique your personal biliteracy experience in light of the readings and discussions done in classes. You are also welcome to pose questions.

3. Application examples (5 @ 5 points each = 25 points)

Although our focus is on theory, research and foundations, application and practice are of essential importance to teachers. Each week you will bring an example of a

strategy, a pedagogical move, a lesson, an online resource, etc. that connects “theory into practice.” I will model this in Week Three before your first application is due. You will share these in small groups.

4. A reflective classroom landscape. (05 points)

After having read Cazden et. al. (1996) or Cassany (n.d.), re-visit your classroom and make notes to articulate a thoughtful report of what you see. You should:

- write about the classroom layout and the presence or absence of multi-literacies materials, and
- think of at least two possible changes to make in order to promote a more multi-literate classroom. Include at least two pictures to have a better idea of your classroom (2-3 typed pages and double-spaced)

5. Reflective critical lens project (Final course project) (25 points)

This project is an opportunity for you to intensively research the seminal work of a theorist or a concept [e.g., bridging] that has impacted the field of biliteracy in significant ways. The theorist and other theorists and concepts discussed in this course will eventually influence your own position statement on biliteracy. You will explore a question related to the historical, psychological, sociological, or linguistics perspectives of biliteracy. You will read three chapters/articles by the seminal author that you choose (a list of authors will be provided in class). You will then develop a graphic organizer with the author’s big idea/s (or concept/s). A position statement of what you think the author’s stance toward biliteracy will also be developed and turned in as part of this project. In addition, you will develop systematic ways of recording key passages and reflections from the readings. You are expected to develop your own philosophical stance of biliteracy based upon theory that will be written in personal position statements. Finally, you will draw connections between theories and practice (i.e., linking the original theories to how they can be/are applied in the classroom) and you will present your findings to your classmates. A detailed overview of this assignment will be provided during Week Two.

Moodle Course Site

A Moodle Course Site has been set up for this course. Please let me know if you have any difficulty in accessing the site. It contains a copy of this syllabus, readings which are not in your textbooks, general course information, Power Point slides and other materials used by me/us. Important announcements and updates will also be posted there during the course.

Guidelines for Course Assignments

- All assignments must be received by the instructor by the due date and time (**).
- **Pay close attention** to the self-scoring guide and submit one for each assignment and make sure you have addressed the requirements.
- If applicable, bring handouts for the class/group when you present your project/s.
- Use care in editing your written work.

- Use **APA style** (6th edition) for citing your sources. Easy-to-follow directions on how to use APA format can be found in Moodle and in the following website:
<http://research.wou.edu/apa>

****LATE WORK POLICY:** Work is due on the day listed on the syllabus unless I have made prior arrangements with you to turn it in at a later date. **Any work that is not turned in on time without prior arrangements, will receive a 25% reduction in points.** Any work not turned in by ONE week after its original due date will receive 0 points.

Punctuality is an absolute necessity for teachers. A proportionate penalty for excessive unexcused tardiness or leaving class early may be assessed. As a courtesy to the instructor and to avoid these penalties, please let me know before class if you need to leave early.

Attendance

This course does not rely on traditional midterms or final exams. Most of the learning takes place in class through interactive lectures, discussions, and cooperative learning. Thus, regular attendance and **participation is essential and mandatory. You are responsible for making sure you sign in the attendance sheet each week** and making up any absences. An absence will result in a **2-point deduction** from your attendance and participation grade. Students may **make-up no more than 1 absence.**

Absence Make-Up Procedures

Write a **two-page reflection** of the required reading/s and slides for the day. Make-up work must be turned in within **ONE week** after the absence.

Civility in the Classroom

Students are expected to assist in maintaining a classroom environment that is conducive to learning. To assure all students have the opportunity to gain from time spent in class; students are prohibited from engaging in any form of distraction (e.g., **texting**). This is especially important in an education course where most students are teachers, and behavior in this classroom is reflective of your “fitness to teach.” Inappropriate behavior in the classroom shall result, minimally, in a request to leave the classroom, and ultimately in a COE review of your fitness to teach.

Veterans and Military Personnel

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

Students Needing Class Accommodations

If you have a documented disability that requires any academic accommodations, you must contact the Office of Disability Services (ODS) for appropriate coordination of your

accommodations. You can visit APSC 405 or contact ODS at (503) 838-8250 (V, TTY) to schedule an appointment.

Student Success Specialist

If the instructor determines your performance in this class is placing you at academic risk, you may be referred to Jesse Poole, Western's Student Success Specialist. Jesse will offer to work with you to address issues and develop a student success strategy. Regardless of whether a referral has or has not been made, you are ultimately responsible for tracking your own progress in this course. **If you would like to meet with Jesse regarding any academic struggles you are experiencing, please contact the Academic Advising and Learning Center at 503-838-8428.**

Plagiarism is not tolerated

The Internet offers many resources, all easily downloaded. Use of another person's thinking, writing, graphic or visual presentation **without crediting the author is plagiarism.** All information not the student's original work must be cited with the appropriate information, in **APA style** (6th edition).

Grading System

A	94 – 100%	B-	80 – 83%	D+	67 – 69%
A-	90 – 93%	C+	77 – 79%	D	64 – 66%
B+	87 – 89%	C	74 – 76%	D-	60 – 63%
B	84-86%	C-	70 – 73%	F	Below 60%

Course Schedule, ED 631

Winter 2016

Date	Topic/s	Readings	Paper or Project Due
Week 1	- Introductions & course information - The socio-cultural view of (bi)literacy	📖 Pérez (2004). Language, literacy, and biliteracy	
Week 2	- Exploration of notions connected to (bi)literacy - Discuss personal biliteracy histories	📖 Pérez & Huerta (2011)	- Statement of objectives (Paper 1) - Reflective personal narratives (Paper 2) - Go over Project
Week 3	- El contexto para desarrollar la lectoescritura de los alumnos bilingües	📖 Freeman & Freeman (2009), Chap 1	Applications 1 - Connecting theory to your classroom - Sign up for Critical lens project theorist/concept
Week 4	- La concepción sociopsicolingüística de la lectura	📖 Freeman & Freeman (2009), Chap 3	Applications 2
Week 5	- La historia de la enseñanza de la lectoescritura en español y en inglés	📖 Freeman & Freeman (2009), Chap 4	Applications 3
Week 6	- Writing - Translanguaging in writing	📖 Dávila de Silva (2004). 📖 Velasco, & García (2014)	- Work (such as drafts, articles, resources, related to final project)
Week 7	- (Bi)literacy in the bilingual/Dual language classrooms	📖 Carrasquillo (2012), Capítulo 1 📖 Beeman & Urow (2013), Chap 1	Applications 4
Week 8	- The continua of biliteracy - Becoming a biliterate person	📖 Hornberger (2004) 📖 Garcia (2014)	- Written response to readings about biliteracy (Paper 3)
Week 9	- Multiliteracies	📖 Cazden et al. (1996). 📖 Cassany, Daniel (n.d) 📖 Ferreiro (1997) 📖 Ek, Sánchez, & Guerra	- A reflective classroom landscape <i>due</i> - Small group check in and

		(2016)	troubleshooting conversation for Critical Lens Project Applications 5
Week 10	- Academic biliteracy - Bilingual resources	📖 Pérez (2004), Chap 6 📖 Ernst-Slavit & Mulhern (2003)	- Written response about your changes/additions to previous paper (Paper 4)
Week 11	- Presentations: Biliteracy in the classrooms - Final Reflections	Sharing Critical lens projects	Reflective critical lens project (Final course project <i>due</i>)

Number:

Primera Auto-evaluación: Preparación y participación en clase

	PP*	SA	IA
Contenido (Semanas 1-5). Participo activamente en cada clase (en parejas y doy mi opinión a todo el grupo). Las ideas que doy están conectadas con los artículos que leo para la clase, con los artículos de las clases anteriores o con mi experiencia docente. Pregunto, agrego y cuestiono las versiones dadas por el instructor, por mis compañeras y por los artículos asignados y las acompaño con la base teórica respectiva. Hago todo lo anterior en forma respetuosa.	10		

PP: Possible points| SA: Self-assessment| IA: Instructor's assessment

Segunda Auto-evaluación: Preparación y participación en clase

	PP*	SA	IA
Contenido (Semanas 6-10). Participo activamente en cada clase (en parejas y doy mi opinión a todo el grupo). Las ideas que doy están conectadas con los artículos que leo para la clase, con los artículos de las clases anteriores o con mi experiencia docente. Pregunto, agrego y cuestiono las versiones dadas por la instructora, por mis compañeras y por los artículos asignados y las acompaño con la base teórica respectiva. Hago todo lo anterior en forma respetuosa.	10		

PP: Possible points| SA: Self-assessment| IA: Instructor's assessment

Auto-evaluación: **Primer Ensayo/Trabajo/Escrito**

	PP*	SA	IA
Content. Your first paper will be a statement of your objectives for this course. It should address the following two questions: what do you hope to get out of the course? And, what are your goals for learning?	4		

Editing, Presentation, APA, and Timeliness Uses appropriate grammar and punctuation. Follows APA style for citing and referencing (if applicable) and uses desired length (1 pages max). Completes assignment by due date.	1		
Total	5		

PP: Possible points| SA: Self-assessment| IA: Instructor's assessment

	PP*	SA	IA
Auto-evaluación: Segundo Ensayo/Trabajo/Escrito			
Content (1). This reflective personal narrative should examine your personal experiences with bi-literacy, both as a learner and as an educator. Respond to at least three questions from 1-5, and everyone answers question 6. (1) How did you learn to read in two languages? (2) How did you learn to write in two languages? (3) How do you use these skills in your daily life? (4) In what ways have you been challenged with these skills? (5) How did you learn to teach the bi-literacy process? (6) What are your beliefs about the biliteracy process?	4		
Editing, Presentation, APA, and Timeliness Uses appropriate grammar and punctuation. Follows APA style for citing and referencing (if applicable) and uses desired length (3-4 doubled-spaced pages max). Completes assignment by due date.	1		
Total	5		

	PP*	SA	IA
Auto-evaluación: Tercer Ensayo/Trabajo/Escrito			
Contenido. Para este ensayo, puedes escoger hacer la opción (A) u la opción (B). Responde las pregunta y asegúrate de escribir sobre tus conexiones con tu práctica docente. A. 1. ¿Por qué sería bueno entender el proceso de la bi/multi-literacidad como un proceso contínuo y no como un proceso dicotómico? 2. Selecciona a un alumno de tu salón , ¿dónde lo ubicas considerando los ítems presentados en la Fig. 3, p. 158?; 3. ¿Qué sabías de la bi/multi-literacidad antes de leer el artículo de Hornberger (2004)? B. 1. ¿Por qué sería bueno entender el proceso de la bi/multi-literacidad como un proceso continuo y no como un proceso dicotómico? 2. Re-analiza tu proceso de biliteracidad, ¿dónde te ubicas considerando los ítems presentes en la Fig. 3, p. 158? 3. ¿Qué sabías de la bi/multi-literacidad antes de leer el artículo de Hornberger (2004)?	4		

Edición, Presentación, el uso de la APA y fecha de presentación Usa la gramática y la puntuación apropiada. Hace uso de la APA para citar y hacer referencias bibliográficas específicas. Escribe su reflexión entre 3 y 4 páginas y a doble espacio. Presenta el trabajo en el día indicado y lo sube a Moodle.	1		
Total	5		

PP: Possible points| SA: Self-assessment| IA: Instructor's assessment

Auto-evaluación: Cuarto Ensayo/Trabajo/Escrito	PP*	SA	IA
Content. Revisits "Personal narrative" (Writing 2) and reflects, adds, or critiques his/her personal biliteracy experience in light of the readings and discussion done for this class. Poses unanswered questions. Also re-examine his/her beliefs about the biliteracy process.	4		
Editing, Presentation, APA, and Timeliness Uses appropriate grammar and punctuation. Follows APA style for citing and referencing (if applicable) and uses desired length (3-4 doubled-spaced pages max). Completes assignment by due date.	1		
Total	5		

PP: Possible points| SA: Self-assessment| IA: Instructor's assessment

Autoevaluación: Reflexión sobre el Paisaje de un salón	PP	Self	IA
Contenido y reflexión. Brevemente describe el salón de clase. Menciona si es un salón en el cual se puede encontrar evidencia de (multi)litteracidades y da al menos dos ejemplos de ellas. Menciona por lo menos tres cambios que podría hacer en el salón para fomentar las (multi)litteracidades.	3		
El uso de la APA. Hace referencia específica a los artículos leídos en clase.	1		
Edición, Presentación y fecha de presentación Usa la gramática y la puntuación apropiada. Hace uso de la APA para citar y hacer referencias bibliográficas específicas. Escribe su reflexión entre 2 y 3 páginas y a doble espacio. Presenta el trabajo en el día indicado y lo sube a Moodle.	1		
Total	5		

Auto-evaluación: Proyecto Crítico Reflexivo	PP	SA	IA
Contenido y reflexión. (a) En el escrito se encuentra su punto de vista o su "Declaración de posición" sobre la bi/multi-literacidad conectada a la/s idea/s de un teórico/investigador en el área; (b) brevemente resume por lo menos tres trabajos principales escritos por el teórico/investigador; (c) hace por lo menos tres conexiones entre los artículos leídos y su práctica docente; y (d) presenta un organizador	20		

donde resume las ideas principales del teórico.			
El uso de la APA. Hace referencia específica a por lo menos cuatro artículos.	2		
Edición, Presentación y fecha de presentación Usa la gramática y la puntuación apropiada. Escribe su reflexión entre 4 y 6 hojas y a doble espacio. Hace uso de la APA para citar y hacer referencias bibliográficas específicas. Presenta el trabajo en el día indicado y lo sube a Moodle.	3		
Total	25		

PP: Possible points| SA: Self-assessment| IA: Instructor's assessment

Auto-evaluación para los Ejemplos de aplicación

	App	PP	Self	IA
<p>1. Contenido y reflexión. La estrategia, la lección, el recurso sacado de la Internet ejemplifica “la teoría en la práctica.” Describe brevemente en forma escrita el ejemplo de aplicación compartido con el grupo.</p>	1	4		
<p>Referencia. Hace conexión específica con los artículos leídos para la clase.</p>		1		
<p>2. Contenido y reflexión. La estrategia, la lección, el recurso sacado de la Internet ejemplifica “la teoría en la práctica.” Describe brevemente en forma escrita el ejemplo de aplicación compartido con el grupo.</p>	2	4		
<p>Referencia. Hace conexión específica con los artículos leídos para la clase.</p>		1		
<p>3. Contenido y reflexión. La estrategia, la lección, el recurso sacado de la Internet ejemplifica “la teoría en la práctica.” Describe brevemente en forma escrita el ejemplo de aplicación compartido con el grupo.</p>	3	4		

Referencia. Hace conexión específica con los artículos leídos para la clase.		1		
4. Contenido y reflexión. La estrategia, la lección, el recurso sacado de la Internet ejemplifica “la teoría en la práctica.” Describe brevemente en forma escrita el ejemplo de aplicación compartido con el grupo.	4	4		
Referencia. Hace conexión específica con los artículos leídos para la clase.		1		
5. Contenido y reflexión. La estrategia, la lección, el recurso sacado de la Internet ejemplifica “la teoría en la práctica.” Describe brevemente en forma escrita el ejemplo de aplicación compartido con el grupo.	5	4		

Referencia. Hace conexión específica con los artículos leídos para la clase.		1		

PP: Possible points| SA: Self-assessment| IA: Instructor's assessment



**College of Education
Division of Teacher Education**

ED 641: Theories of Bilingualism

Course Description

This course focuses on theories of language acquisition and their application to the classroom. It also explores topics such as language ideology, learners' linguistic capitals, translanguaging, contrastive analysis, language transfer, and metalinguistic strategies. Participants engage in linguistic analysis and consider classroom practices that maximize dual language learning, development, and use. Projects encourage teachers to become reflective language learners and practitioners.

Course Objectives

- a) examine societal perceptions of languages and their impact on cultural and academic identity;
- b) examine first (L1) and second language (L2) acquisition and development theories and the interrelatedness and interdependence between L1 and L2 that results in a high level of multilingualism and multi-literacy;
- c) understand how the student's first language proficiency (listening, speaking, reading, and writing) **transfers** to an additional language; and
- d) explore the similarities and differences between aspects of L1 and L2 structures including: phonology (the sound system), morphology (word formation), syntax (phrase and sentence structure), semantics (meaning), and pragmatics (context and function).

Required Readings

- Azevedo, M. M. (2009). *Introducción a la lingüística española*, (3era ed.). Upper Saddle River: Prentice Hall.
- August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research & Practice*, 20(1), 50-57.
- Beeman, K., & Urow, C.. (2013). *Teaching for biliteracy: Strengthening bridges between languages*. Philadelphia: Caslon. Carlon, Ana R. . (2015). Influencia del vocabulario académico en la competencia lectora de estudiantes con español como lengua ge herencia. *NABE Perspectives*, July-September, 12-15.
- Garcia, Ofelia. (2013). El papel de translenguar en la enseñanza del español en los Estados Unidos. In D. Dumitrescu & G. Piña-Rosales (Eds.), *El español en los Estados Unidos: E pluribus unum? Enfoques multidisciplinaarios* (pp. 353-373).

- New York: Academia Norteamericana de la Lengua Español.
- Garcia, O., & Wei, L. (2014). *Translanguaging*. London: Palgrave Mcmillan.
- Goldernberg, C., & Wagner, K. (2015). Bilingual education: Reviving an American tradition. *American Educator*, 39(3), 28-32.
- Guerrero, M. D., & Guerrero, M. C. (2009). El (sub)desarrollo del español académico entre los maestros bilingües: una cuestión de poder? *Journal of Latinos and Education*, 8(1), 55-66.
- Murray, D., & Christison, M. (2011). *What English language teachers need to know: Volume I*. New York: Routledge.
- Razfar, A. (2005). Language ideologies in practice: Repair and classroom discourse. *Linguistics and Education*, 16, 404-424.
- Reyes, S. A., Galdón, S., & Morejón, J. (Eds.). (2014). *La palabra justa*. Portland, Oregon: DiversityLearningK12.
- Thomas, W. P., & Collier, V. P. (2012). *Dual language education for a transformed world*. Albuquerque, NM: Fuente Press. Chap. 2 (pp. 9-22)

Additional Readings

- Alanís, I., & Rodríguez, M. A. (2008). Sustaining a dual language immersion program: Features of success. *Journal of Latinos and Education*, 7(4), 305-319.
- Escamilla, Kathy, & Hopewell, Susan. (2010). Transitions to biliteracy: Creating positive academic trajectories for emerging bilinguals in the United States. *International Perspectives on Bilingual Education: Policy, Practice, Controversy*.
- Gonzales, N. (2005). Children in the eye of the storm: Language socialization and language ideologies in a dual language school. In A. C. Zentella (Ed.), *Building on strength: Language and literacy in Latino families and communities*. New York: Teachers College Columbia University.
- Guerrero, M., & Valadez, C. (2011). Fostering candidate Spanish language development. In B. Flores Bustos, R. Sheets Hernandez & E. Clark Rojas (Eds.), *Teacher preparation for bilingual student populations* (pp. 59-72). New York: Routledge. Chapter 5
- Lee, J. S., & Oxelson, E. (2006). "It's not my job": K-12 teacher attitudes toward students' heritage language maintenance. *Bilingual Research Journal*, 30(2), 453-477.
- Lee, S. (2014). Language choice and language power: Children's use of Korean and English in two-way immersion. *Multicultural Education*, 22(1), 12-19.
- Lopez, M. M. (2011). Children's language ideologies in a first-grade dual-language class. *Journal of Early Childhood Literacy*, 0(0), 1-26.
- López Estrada, V., Gómez, L., & Ruiz-Escalante, J. (2009). Let's make dual language the norm. *Educational Leadership*, 66(7), 54-59.
- Razfar, A. (2003). Language ideologies in English language learner contexts: Implications for Latinos and higher education. *Journal of Hispanic Higher Education*, 2(3), 241-268. doi: DOI: 10.1177/1538192703002003003
- Razfar, A. (2011). The Linguistic Re-turn: The Moral and Practical Imperative of "Language" in Curriculum Studies. *Journal of the American Association for the Advancement of Curriculum Studies*, 7. Retrieved on 10/17/15, from

Course Requirements

Required Readings and Participation in Class	(35 points)
Translanguaging Samples Project	(25 points)
Article Response	(15 points)
Linguistic Challenges: A teacher' Voice	(25 points)

- 1. Required Readings and Participation in Class:** Each session, you will be assigned readings from the textbook and/or related articles. To demonstrate your understandings and to clarify ideas related to the readings, you will participate in discussions. Everyone should do all the assigned readings, contribute, and add substantial content to the group's discussion. Be prepared to respond by **agreeing/disagreeing, making related comments, and/or asking further questions.**
- 2. Article Response.** You asked to choose an article from the *Optional reading section*. Your presentation will be a response to this article in the form of a painting, film, dance, word performance, poem, commercial ad, or any other kind of response that fits your understanding of the article. Questions you may want to consider are: (a) What type of audience is this article trying to speak to? (b) What is the author trying to tell you in the article? (c) How has this article influenced (or will influence) your teaching practices? (d) What do you want educators to carry away from them after reading this article? (e) How can you encourage your colleagues to read the article? (f) Other questions you feel are important to you as an educator. Your artistic piece needs to "sell" the article in a way where teachers would want to read it. You will also be expected to take five minutes to explain your artistic piece and how your piece answers the questions above. There will be no papers or reports needed for this assignment. I will ask your colleagues in the class to write down comments and grade your presentation along with my grade. Final grade for this presentation will be from a combination of professor and classmates' reviews. You will share your article response in **Session 5**. Project developed by Dr. Graham.
- 3. Translanguaging Samples Project.** After having read the article/s in translanguaging, you are asked to submit at least four samples (preferably two audios or two written ones) of translanguaging instances that you read, listened to, or noticed when your students completed a task. A brief account of the context should accompany each sample. Also consider, when translanguaging occurred, why you think it happened, what you and the learners' peers thought of the outcome (if applicable), what you have learned about your learners' translanguaging process, and whether there are any connections to grammar, morphology, phonology, or syntax. You will share these samples in **Session 8**. The write-up of the project should be between 3-4 pages, excluding references.

4. Linguistic Challenges: A Teacher' Voice. Since “your voice” is not usually present in the books you read, you are asked to write a set of at least five linguistic challenges that you have experienced when learning, using, or teaching Spanish and/or English. Think of the lessons learned from those specific challenges. Having your voice “heard” will add to the collection of challenges that can help teachers understand why dual language/bilingual learners experience those challenges and how to help them hone their linguistic repertoire. A brief sample of this project will be shared in class. You will select to share two or your challenges in **Sessions 10 or 11.** The write-up of this project should be between 3-4 pages, excluding references

Moodle Course Site

A Moodle course site has been established for this course. Please let me know if you have any difficulty in accessing the site. It contains a copy of this syllabus, readings which are not in your textbooks, general course information, power point slides, and other materials used by me/us. Important announcements and updates will also be posted there during the course.

Guidelines for Course Assignments

1. All assignments must be received by the instructor by the suggested due date and time (**).
2. Please use **pseudonyms** for your participant/s (when applicable).
3. **Pay close attention** to the **self-scoring guide** for each assignment and make sure you have addressed the requirements.
4. When “presenting/sharing” your findings or projects, you can use any technology format (e.g., Prezy).
5. Use Times Roman 12 as the default font and all papers must be double-spaced!
6. Use care in editing your written work.
7. Use the **APA style** (6th edition) for citing your sources. Slides and an exercise on the APA style have been uploaded on Moodle or click <http://www.wou.edu/provost/library/instruct/citations/apa/index.php>

****LATE WORK POLICY:** Assignments are due on the day listed on the syllabus unless I have made prior arrangements with you to turn it in at a later date. **Any work that is not turned in on time without prior arrangements, will receive a 25% reduction in points.** Any work not turned in by ONE session after its original due date will receive 0 points.

****** Everyone is expected to participate in class, failure to do so will lower you grade.

Attendance

This course does not rely on traditional midterms or final exams. Most of the learning takes place in class through interactive lectures, discussions, and cooperative learning. Thus, regular attendance and **participation is essential and mandatory. You are responsible for making sure you sign in the attendance sheet each week** and making up any absences. An absence will result in a **2-point deduction** from your attendance and participation grade. Students may **make-up no more than 1 absence**.

Absence Make-Up Procedures

Write a **two-page reflection** of the required reading/s and slides for the day. Make-up work must be turned in within **ONE week** after the absence.

Civility in the Classroom

Students are expected to assist in maintaining an environment that is conducive to learning to assure that every student has the opportunity to gain from time spent in discussions. This is especially important in an education course where most students are teachers, and behavior in the discussion segment is reflective of your “fitness to teach.”

Veterans and Military Personnel

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these to the instructor in advance if possible.

Students Needing Class Accommodations

If you have a documented disability that requires any academic accommodations, you must contact the Office of Disability Services (ODS) for appropriate coordination of your accommodations. You can visit APSC 405 or contact ODS at (503) 838-8250 (VTTY) to schedule an appointment.

Student Success Specialist

If the instructor determines your performance in this class is placing you at academic risk, you may be referred to Jesse Poole, Western’s Student Success Specialist. Jesse will offer to work with you to address issues and develop a student success strategy. Regardless of whether a referral has or has not been made, you are ultimately responsible for tracking your own progress in this course. If you would like to meet with Jesse regarding any academic challenges you are experiencing, please contact the Academic Advising and Learning Center at [503-838-8428](tel:503-838-8428).

Plagiarism is not Tolerated

The Internet offers many resources, all easily downloaded. Use of another person's thinking, writing, graphic or visual presentation **without crediting the author is**

plagiarism. All information not the student's original work must be cited with the appropriate information, using the **APA style** (6th edition).

Grade Distribution

Sessions	1	2	3	4	5	6	7	8	9	10	11	Total
Required Readings and Participation in Class	X	X	X	X	X	X	X	X	X	X		35
Article Response					X							15
Translanguaging Samples Project								X				25
Linguistic Challenges: A Teacher' Voice										X	X	25

Grading system

A	94 – 100%	B-	80 – 83%	D	67 – 69%
A-	90 – 93%	C	77 – 79%	D+	64 – 66%
B	87 – 89%	C+	74 – 76%	D-	60 – 63%
B+	84-86%	C-	70 – 73%	F	Below 60%

ED 641: Theories of bilingualism

Sessions	Topics	Readings, Assignments, and/or Task due
Session 1	- Introductions, Course overview, and APA style - Language ideology	Student Profile 📖 Guerrero & Guerrero (2009) 📖 Razfar (2005)
Session 2	- Bilingualism (re)visited - The evolution of bilingual schooling in the US	📖 Thomas & Collier (2012), Ch 2 📖 Goldenberg & Wagner (2015)
Session 3	- Translanguaging	📖 Garcia (2013) 📖 Garcia & Wei (2014)
Session 4	- Spanish & English phonology (Contrastive analysis)	📖 AZE Capítulo 3 <u>or</u> 📖 Murray and Christison (2011), Chap 6
Session 5	- Application of knowledge of language structures, forms & functions in English and <i>en español</i> - Presenting: Article response	📖 Guerrero (2011) 📖 AZE Capítulo 4 <u>or</u> 📖 Murray and Christison (2011), Chap 8 Article response <i>due</i>
Session 6	- Spanish and English morphology	📖 AZE Capítulo 5 <u>or</u> 📖 Murray and Christison (2011), Chap 7
Session 7	- Transferable features between primary & target language - Metalinguistics (strategies to bridge between L1 & L2) - Sharing: Translanguaging samples project	📖 Carlton (2015) 📖 August, Calderón, & Carlo (2002) 📖 Beeman & Urraw (2013), Chap 4
Session 8	- Spanish/English for teachers: Content areas	📖 Reyes et al. (2014) 📖 García-Ruiz & Orozco Sánchez (2008) Tranlanguaging samples project <i>due</i>
Session 9	- Spanish/English for teachers: Content areas - Sharing: Linguistic challenges: A teacher's voice	📖 Reyes et al. (2014) 📖 García-Ruiz & Orozco Sánchez (2008) Linguistic challenges: A

		teacher'voice <i>due</i>
Session 10	<ul style="list-style-type: none"> - Language status (teacher, school, society) - Sharing: Discourse analysis audio-clip/s 	<ul style="list-style-type: none">  Lopez (2009)  Gonzales (2005) <p>Linguistic challenges: A teacher'voice <i>due</i></p>
Session 11	<ul style="list-style-type: none"> - Final reflections - Wrap-up session 	Discourse analysis audio-clips paper <i>due</i>



**College of Education
Division of Teacher Education**

ED 644: Bilingualism in Socio-cultural Contexts

Course Description

This course examines the concept of culture and its manifestation in schools and communities, with an emphasis on dual language/bilingual classrooms in the U.S. Informed by up-to-date theory and research, participants examine socio-cultural and historical forces that impact the educational process. Strategies that capitalize on learning and using cultural and community resources in dual language/ bilingual classrooms are emphasized. Partnerships with families, schools, and communities are an important focus of the course. Projects encourage participants to become reflective practitioners.

Course Objectives

- a) examines the benefits of multilingualism and multiculturalism in a global society;
- b) develops an understanding of how systemic, institutional, and individual sociocultural and historical forces affect cross-cultural interaction;
- c) explores the impact of social injustice on the lives of students and families;
- d) develops an understanding of the importance of the sociocultural and historical context of diverse students, families, schools and communities; and
- e) develops an understanding of the importance of student cultural and academic identity development and how development will vary depending on the individual student's background and experiences.
- f) develops an understanding of the value of engaging students, families, and community members in contributing to an inclusive learning environment;
- g) explores culturally and linguistically responsive classroom practices that capitalize on families' and communities' multiple funds of knowledge; and
- h) examines their role and responsibility to create alliances for the empowerment of families and communities.

Required Readings

- Cheatham, G. A., & Ostrosky, M. M. (2013). Goal Setting during Early Childhood Parent-Teacher Conferences: A Comparison of Three Groups of Parents. *Journal of Research in Childhood Education*, 27(2), 166-189.
- Cuero, Kimberly. (2010). Artisan with words: Transnational funds of knowledge in a bilingual Latina's stories. *Language Arts*, 87(6), 427-436.
- de la Piedra, M. T. (2011). Literacidad híbrida y bilingüismo en dos comunidades de

- Texas. In S. Frisancho, M. T. Moreno, P. Ruiz Bravo & V. Zavala (Eds.), *Aprendizaje, cultura y desarrollo* (pp. 199-209). Lima, Peru: Fondo Editorial PUCP.
- Gallo, S., & Link, H. (2015). "Diles la verdad": Deportation policies, politicized funds of knowledge, and schooling in middle childhood. *Harvard Educational Review*, 88(3), 357-382. doi:http://dx.doi.org/10.17763/0017-8055.85.3.357
- Garcia, O., Espinet, I., & Hernandez, L. (2013). Las paredes hablan en El Barrio: Mestizo signs and semiosis. *Revista Internacional de Lingüística Iberoamericana*, 21(1), 135-152.
- Herrera, S. (2010). *Biography-driven culturally responsive teaching*. New York: Teachers College. Chapter 10
- Herrera, S. G., Perez, D. R., & Escamilla, K. (2010). *Teaching reading to English language learners: Differentiated literacies*. Boston: Allyn & Bacon. Chapter 8
- Lathan, C. (2014). Queridos maestros blancos. *Rethinking Schools*, 29(1), 14-18.
- Moll, L., Amanti, C., Neff, D., & Gonzales, N. (2005). Funds of knowledge for teaching: Using qualitative approach to connect homes and classrooms. In N. Gonzales, L. Moll & C. Amanti (Eds.), *Funds of knowledge: Theorizing practices in households, communities, and classrooms* (pp. 71-88). NJ: Lawrence Erlbaum.
- Morales, A., & Hanson, W. (2005). Language brokering: An integrative review of the literature. *Hispanic Journal of Behavioral Sciences*, 27(4), 471-503.
- Norton, B. (2013). *Identity and language learning: Gender, ethnicity, and educational change*. Harlow, England: Longman Pearson Educational. Introduction.
- Philips, S. (1983). *The invisible culture*. Illinois: Weaverland Press, Inc. Chapters 4 & 5
- Potowski, K. (2007). *Language and identity in a dual immersion school*. Clevedon: Multilingual Matters. Chapter 5
- Reyes, A., & Kleyn, T. (2014). *Teaching in Two Languages: A Guide for K-12 Bilingual Educators*. Thousand Oaks, CA: Corwin. Chapter 2
- Valdés, G. (1996). *Con respeto: Bridging the distances between culturally diverse families and schools* New York: Teachers College, Columbia University. Chapter 3.
- Valenzuela, A. (1999). *Subtractive schooling U.S.-Mexican youth and the political of caring*. Albany, New York: State University of New York Press. Chapter 3
- Zentella, A. (1997). *Growing up bilingual* (Chapter 2, pp.17-40). New York: Blackwell Publishers. Chapter 2

Optional Readings

- de la Piedra, M. T. (2011). "Tanto necesitamos de aquí como necesitamos de allá": "Leer juntas" among Mexican transnational mothers and daughters. *Language and Education*, 25(1), 65-78.
- Langman, J., Bailey, R., & Caceda, C. (2015). Second language socialization in adolescence: Exploring multiple trajectories. *International Journal of TESOL and Learning*, 4(1), 32-49.
- Súarez-Orozco, C., Suárez-Orozco, M., & Todorova, I. (2008). *Learning a new land: Immigrant student in American society*. Cambridge, MA: The Belknap Press of Harvard University Press.

Course Requirements

Required Readings and Participation in Class	(30 points)
Video Watching Analysis	(20 points)
Home Visit: Dual Language/ Bilingual Learner's Funds of Knowledge	(25 points)
Community and School Mapping	(25 points)

- 1. Required Readings and Participation in Class.** Each session, you will be assigned readings from the textbook and/or related articles. To demonstrate your understandings and to clarify ideas related to the readings, you will participate in discussions. Everyone should do all the assigned readings, contribute, and add substantial content to the group's discussion. Be prepared to respond by **agreeing/disagreeing, making related comments, and/or asking additional questions.**
- 2. Video Watching Analysis.** You are asked to watch a movie (e.g., *Speaking in tongues* or any other similar video) that has or lacks the support of the community so that learners have a positive climate to use the languages they learn at school. As you watch it, extract at least five main themes that interweave the family, community, and school. You are then asked to reflect on the changes you could make in order to have a (more) favorable connection among the educating and socializing members. **Alternatively,** you could write up a different beginning or ending of the movie, focusing on (better/stronger) connections between the educating and socializing members. Your write-up should be 3-4 pages, excluding references, and it should be submitted in Session 5.
- 3. Home Visit: Dual Language/Bilingual Learner's Funds of Knowledge:** You are asked to do a home visit of one DL/bilingual learner in order to explore his/her funds of knowledge as much as you can. You are strongly advised to schedule the home visit as early as possible in the term. Before visiting the family, write at least five assumptions you have about the learner and his/her funds of knowledge (or about his/her family). After visiting the family, annotate the ideas that challenged your assumptions and how your thinking evolved as you spent some time knowing your learner and the family as unique individuals. You will present your findings in the classroom in Session 7. Your write-up should be 3-4 pages, excluding references.
- 4. Community and School Mapping:** Teachers sometimes do not live in their DL/ bilingual learners' communities, and some are unaware of the resources their students have or lack in order to achieve linguistic and academic success. This project requires that you take a look at the community of one of your DL/Bilingual learner in order to document (e.g., by taking pictures) of the places that are in close proximity to school so that you have a sounder idea of the (cultural and linguistic) resources your students have or lack that support or hinder the learning of both languages. Having an idea of your bilingual/DL learners surroundings will give you a

glimpse of the access to language/s they have. Your write-up should be 3-4 pages, excluding references and photos, and it should be submitted in Week 10.

Moodle Course Site

A Moodle course site has been established for this course. Please let me know if you have any difficulty in accessing the site. It contains a copy of this syllabus, readings which are not in your textbooks, general course information, video-lectures and other materials used by me/us. Important announcements and updates will also be posted there during the course.

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5. Use Times Roman 12 as the default font and all papers must be double-spaced!
6. Use care in editing your written work.
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Veterans and Military Personnel

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these to the instructor in advance if possible.

WOU Writing Center

If you feel you need additional assistance with your writing, I encourage you to take advantage of the writing center. Help is available. For further information go to: www.wou.edu/writingcenter.

Student Success Specialist

If the instructor determines your performance in this class is placing you at academic risk, you may be referred to Jesse Poole, Western’s Student Success Specialist. Jesse will offer to work with you to address issues and develop a student success strategy. Regardless of whether a referral has or has not been made, you are ultimately responsible for tracking your own progress in this course. If you would like to meet with Jesse regarding any academic struggles you are experiencing, please contact the Academic Advising and Learning Center at 503-838-8428.

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Grade Distribution

Sessions	1	2	3	4	5	6	7	8	9	10	11	Total
Required Readings and Participation in Class	X	X	X	X	X	X	X	X	X	X	X	30
Video Watching					X							20
Home Visit							X					25
Community and School Mapping										X		25

Grading System

A	94 – 100%	B-	80 – 83%	D	67 – 69%
A-	90 – 93%	C	77 – 79%	D+	64 – 66%
B	87 – 89%	C+	74 – 76%	D-	60 – 63%
B+	84-86%	C-	70 – 73%	F	Below 60%

Course Schedule, ED 644: Bilingualism in Socio-Cultural Contexts

Sessions	Topics	Readings, Assignments, and other Tasks
Session 1	- Introductions & Course information - Needs of the multi-lingual/cultural student population - Fostering cross-cultural/intercultural knowledge and pedagogy	Student Profile 📖 Reyes and Kleyn (2010), Chapters 1 & 2
Session 2	- Oral traditions vs. print culture - Multiple levels: Classroom, school, events, & organizations	📖 Herrera, Perez, & Escamilla (2014), Chapter 8 📄 de la Piedra (2011)
Session 3	- Patterns of verbal & non-verbal communication	📖 Phillips (1983)
Session 4	- Socialization & acculturation experiences of “target group” - Video watching project sharing	📖 Valdés (1996), Chapter 3 📖 Valenzuela (1999), Chapter 3
Session 5	- How students’ motivation, identity, participation, investment, and achievement are influenced by classroom, school, and the community climate	📖 Norton (2013). Introduction 📖 Potowski (2013), Chapter 5 📖 Herrera (2010), Chapter 10 Video watching write-up <i>due</i>

Session 6	<ul style="list-style-type: none"> - Intersections of society, culture, and the learner/child translators - Immigration status (DACA, undocumented terminology, deportation laws etc.) 	<ul style="list-style-type: none"> 📄 Morales & Hanson (2005) 📄 Morales et. al. (2012) 📄 Gallo & Link (2015)
Session 7	<ul style="list-style-type: none"> - Home visits/Parent Interviews - Families as cultural and linguistic resources - Authentic parent and family participation/engagement/connections 	<ul style="list-style-type: none"> 📄 Moll et. al. (2005) 📄 Lathan (2014) 📄 Cuero (2010) <p>Home visit project: DL/Bilingual learner's funds of knowledge <i>due</i></p>
Session 8	<ul style="list-style-type: none"> - Culturally responsive parent-teacher conference - Gaining entry to diverse sociocultural context 	<ul style="list-style-type: none"> 📄 Cheatham & Ostrosky (2013). 📄 de la Piedra (2011)
Session 9	<ul style="list-style-type: none"> - Explaining student progress, achievement, and assessment results 	
Session 10	<ul style="list-style-type: none"> - The community: <i>El bloque</i> - Identify and use community resources: - Family, school, & community partnership 	<ul style="list-style-type: none"> 📖 Zentella (1997), Chapter 2 or 📄 Garcia et. al. (2013) <p>Community & school mapping project <i>due</i></p>
Session 11	<ul style="list-style-type: none"> - Final class: Presentation/Sharing of community and school mapping - Final reflections - Wrap up 	



**College of Education
Division of Teacher Education**

ED 645: Instruction and Assessment in Dual Language/Bilingual Settings

Course Description

This course focuses on curriculum development, assessment practices, and design of materials for dual language and bilingual classrooms. Informed by current research and theory, participants plan, develop and implement instructional strategies and assessment tools that foster academic and linguistic development. Projects encourage participants to become reflective practitioners, as they critique and analyze their teaching practice in dual language/bilingual settings, and plan their professional growth.

Course Objectives

- a) examine the characteristics, goals, benefits, and limitations of various types of multilingual education models and programs; understands research related to the effectiveness of various multilingual (bilingual) education models; and understands features that distinguish additive versus subtractive multilingual education programs;
- b) identify potential linguistic and cultural biases of pedagogies, curricula, and assessments when determining classroom practices;
- c) take into account principles of biliteracy, bilingual language development, and content learning in instructional planning
- d) assess learners' prior knowledge to facilitate their acquisition of language and literacy in the second language;
- e) use multiple measures to assess language, literacy and content in L1 and L2;
- f) use formative assessments in literacy and in the content areas in both L1 and L2, and utilizes results to design and differentiate instruction

Required Textbook

Carrasquillo, A., & Phillip, S. (2012). *The teaching of reading in Spanish to the bilingual student. [La enseñanza de la lectura en español para el estudiante bilingüe.]* New York: Routledge.

Additional Readings

Arreguin-Anderson, M.G., & Ruiz-Escalante, J. (2016). *Dichos y adivinanzas: Literary resources that enhance science learning and teaching in the bilingual classroom* In E. Clark Riojas, B. Flores Bustos, H. L. Smith & D. A. Gonzales (Eds.), *Multicultural literature* (pp. 1967-1982). Lanham, Maryland: Rowman & Littlefield.

Bedore, L. M., & Peña, E. D. (2008). Assessment of bilingual children for identification of language impairment: Current findings and implications for practice. *International Journal of Bilingual Education and Bilingualism*, 11(1), 1-29.

- Berens, M. S., Kovelman, I., & Petitto, L. (2013). Should bilingual children learn reading in two languages at the same time or in sequence? *Bilingual Research Journal*, 36(1), 35–60. <http://doi.org/10.1080/15235882.2013.779618>
- Clark, S. K., Jones, C. D., & Reutzell, D. R. (2012). Using the text structures of the information books to teach writing in the primary grades. *Early Childhood Education Journal*, 40.
- DeNicolo, C. (2016). Embracing the complexity of language: Bridging all forms of knowledge into language arts through Latino Children's literature. In E. Clark Riojas, B. Flores Bustos, H. L. Smith & D. A. Gonzales (Eds.), *Multicultural literature* (pp. 123-144). Lanham, Maryland: Rowman & Littlefield.
- DePalma, R. (2010). *Language use in the two-way classroom: Lessons from a Spanish-English bilingual classroom*. Buffalo, USA: Multilingual Matters. Chapter 4
- Edwards, V., & Walker, S. (1996). Some status issues in the translation of children's books. *Journal of Multilingual and Multicultural Development*, 17(5), 339-348.
- Escamilla, K. (2006). Monolingual assessment and emerging bilinguals: A case study in the U.S. . In O. Garcia, T. Skutnabb-Kangas & M. Torres-Guzman (Eds.), *Imagining multilingual schools* (pp. 184-199). Clevedon: Multilingual Matters.
- Ernst-Slavit, G., & Mulhern (2003). Bilingual books: Promoting literacy and biliteracy in the second-language and mainstream classroom. *Reading Online*, 1-13.
- Garcia-Ruiz, L., & Orozco Sánchez, L. (2008). Orientando un cambio de actitud hacia las Ciencias Naturales y su enseñanza en profesores de educación primaria. *Revista electrónica de enseñanza de las ciencias*, 7(3).
- Huerta Soto, M. E., & Tafolla, C. (2016). *En aquel entonces y hoy en día: Using Latino Children's literature to situate social studies education*. In E. Clark Riojas, B. Flores Bustos, H. L. Smith & D. A. Gonzales (Eds.), *Multicultural literature* (pp. 145-166). Lanham, Maryland: Rowman & Littlefield.
- Lewis, M. (2005). Towards a lexical view of language: A challenge for teachers. *Babylonia: The Journal of Language Teaching and Learning*, 3, 7-10.
- López-Leiva, C., & Kyung Sung, Y. (2016). *Tiempo y cultura: Exploring Latino stories through mathematics*. In E. Clark Riojas, B. Flores Bustos, H. L. Smith & D. A. Gonzales (Eds.), *Multicultural literature* (pp. 183-204). Lanham, Maryland: Rowman & Littlefield.
- Peña, E. D. (2007). Lost in translation: Methodological considerations in cross-cultural research. *Child Development*, 78(4), 1255-1264. doi: DOI: 10.1111/j.1467-8624.2007.01064.x
- Umansky, I. M., & Reardon, S. F. (2014). Reclassification patterns among Latino English learner students in bilingual, dual immersion, and English immersion classrooms. *American Educational Research Journal*, 51(5), 879-912.
- Thomas, W.P., & Collier, V. (2012). *Dual language education for a transformed world*. Albuquerque, NM: Dual Language Education of New Mexico – Fuente Press.
- Turkan, S., & Oliveri, M. (2014). Considerations for Providing Test Translation Accommodations to English Language Learners on Common Core Standards-Based Assessments. ETS Research Report Series, ETS RR–14-05, 1-13. doi:10.1002/ets2.12003
- Wright, W., Boun, S., & Garcia, O. (2015). *The handbook of bilingual and multilingual education* Chichester, England: Wiley.

Zentella, A. (1997). *Growing up bilingual*. Oxford, England: Blackwell Publishers. Ch. 5

Optional Readings

- Bedore, L. M., Fiestas, C. E., Peña, E. D., & Nagy, V. (2006). Cross-language comparisons of maze use in Spanish and English in functionally monolingual and bilingual children. *Bilingualism: Language and Cognition*, 9(3), 233-247.
- Marchman, V. A., Fernald, A., & Hurtado, N. (2010). How vocabulary size in two languages relates to efficiency in spoken word recognition by young Spanish-English bilinguals. *Journal of Child Language*, 37(4), 817-840.

Course Requirements

- | | |
|--|-------------|
| (1) Required Readings and Participation in Class | (25 points) |
| (2) (Re)Designing Lesson Plans | (15 points) |
| (3) Reflective Teaching Video Clip | (20 points) |
| (4) Dual Language/Bilingual Learner Portfolio | (20 points) |
| (5) Design of Materials/Book | (20 points) |

1. Required Readings and Participation in Discussions. Each session, you will be assigned readings from the textbook and related articles. In order to demonstrate your understandings and to clarify ideas related to the readings, you will participate in discussions. Everyone should do all the assigned readings, contribute, and add substantial content to the group's discussion. Be prepared to respond by **agreeing/disagreeing, making related comments, and/or asking additional questions.**

2. (Re)Designing Lesson Plans

You are asked to (re)design two lesson plans. Each lesson should consider the following:

Section 1: Introduction: Questions:

- What are the characteristics of the students for whom your lesson is designed in terms of grade, native language(s), and language proficiency levels?
- How did you choose the content for the lesson? Of what relevance is it to your students? How does the lesson connect to the corresponding standards (e.g., math, science, or social studies)?

Section 2: Lesson Plan

This section is the most important part of the assignment. As you (re)design your lesson, make sure it connects to the standards, and it should also have language objectives. Make sure to incorporate at least (a) three strategies covered in our course and highlight or underline them in your lesson plan; and (b) two forms of assessment.

Section 3: Samples of Materials

This section will include the visuals, handouts, or worksheet samples designed for the lesson. These can be either your originally designed materials or commercially developed materials.

3. **Reflective Teaching Video Clip**. Choose one of the strategies from your lesson plan and teach it to your students. **Videotape or audiotape yourself and your students**. After you teach the strategy, **write a reflection** in which you provide a **thorough evaluation/analysis** of your teaching and consider ideas for improving its design or delivery. Your reflection should be between 3-4 pages in length. Do not forget your video clip, too, for class discussion. Below are some prompts to help you. Make sure you address at least four questions.

- How did you feel about the lesson? How did it go overall?
- How did your learners perform in the strategy?
- Did they reach the objectives of the activity? How do you know?
- What went well?
- What happened that you wish had gone differently? Why did it happen?
- What would you modify for future lessons?

4. **Dual language/Bilingual Learner Portfolio**. You are asked to choose a student and collect all the materials he/she produces for one of your classes (e.g., mathematics). The portfolio will be divided into three sections: (a) Profile, (b) Learning, and (c) Assessments. Plan to collect materials for each section as soon as you can. Further details of the portfolio will be given in class.

5. **Design of Materials/Book**. You are asked to design a set of materials or a book for one of your dual language/bilingual lessons and/or classes. You will then share what you wrote with your peers so that each one of you begins to own his/her materials written and designed by teachers and for teachers. You can even think of selling them in the TPT (Teachers pay teachers) website. More details will be given class.

Moodle Course Site

A Moodle course site has been established for this course. Please let me know if you have any difficulty in accessing the site. It contains a copy of this syllabus, readings which are not in your textbooks, general course information, video-lectures and other materials used by me/us. Important announcements and updates will also be posted there during the course.

Guidelines for Course Assignments

1. All assignments must be received by the instructor by the suggested due date and time (**).
2. Please use **pseudonyms** for your participant/s.
3. **Pay close attention** to the **self-scoring guide** for each assignment and make sure you have addressed the requirements.

4. When “presenting/sharing” your findings or projects, you can use any technology format (e.g., Prezy).
5. Use Times Roman 12 as the default font and all papers must be double-spaced!
6. Use care in editing your written work.
7. Use the **APA style** (6th edition) for citing your sources. Slides and an exercise on the APA style have been uploaded (see Moodle or click <http://www.wou.edu/provost/library/instruct/citations/apa/index.php>)

****LATE WORK POLICY:** Assignments are due on the day listed on the syllabus unless I have made prior arrangements with you to turn it in at a later date. **Any work that is not turned in on time without prior arrangements, will receive a 25% reduction in points.** Any work not turned in by ONE session after its original due date will receive 0 points.

** Everyone is expected to participate in the forums on time, failure to do so will lower you grade.

Civility when Discussing

Students are expected to assist in maintaining an environment that is conducive to learning to assure that every student has the opportunity to gain from time spent in discussions. This is especially important in an education course where most students are working towards becoming a teacher, and behavior in the discussion segment is reflective of your “fitness to teach”.

Veterans and Military Personnel

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these to the instructor in advance if possible.

Students Needing Class Accommodations

If you have a documented disability that requires any academic accommodations, you must contact the Office of Disability Services (ODS) for appropriate coordination of your accommodations. You can visit APSC 405 or contact ODS at (503) 838-8250 (VTTY) to schedule an appointment.

Plagiarism is not Tolerated

The Internet offers many resources, all easily downloaded. Use of another person's thinking, writing, graphic or visual presentation **without crediting the author is plagiarism.** All information not the student's original work must be cited with the appropriate information, using the **APA style** (6th edition).

Grade Distribution

Sessions	1	2	3	4	5	6	7	8	9	10	11	Total
Required Readings and Participation in Class	X	X	X	X	X	X	X	X	X	X		25
(Re)Designing Lesson Plans						X						15
Reflective Teaching Video Clip								X				20
DL/Bilingual Learner Portfolio										X		20
Design of Materials/Book											X	20

Grading System

A 94 – 100%
A- 90 – 93%
B 87 – 89%
B+ 84-86%

B- 80 – 83%
C 77 – 79%
C+ 74 – 76%
C- 70 – 73%

D 67 – 69%
D+ 64 – 66%
D- 60 – 63%
F Below 60%

ED 645: Instruction and Assessment in Dual Language/Bilingual Settings

Sessions	Topics	Readings, Assignments, and other Tasks
Session 1	Introductions, Course overview, and APA style (Best) Instructional practices for dual language/ bilingual students	Student Profile 📖 Thomas & Collier (2012)
Session 2	- (Re)Visiting bilingual/multilingual education models and programs - Additive & subtractive multilingual education	📖 Umansky & Reardon (2014) 📖 Lindholm-Leary (2012)
Session 3	- Linguistic and cultural biases of pedagogies, curricula, and assessments	📖 Wright (2015) 📖 Bedore & Peña (2008) 📖 Escamilla (2006)
Session 4	- Assessment (Translation) - Language objectives & linguistic scaffolding	📖 Turkan & Oliveri (2014) 📖 Peña (2007) 📖 Lewis, M.(2005)
Session 5	- Standards-aligned content instruction - Material selection (thematic)/adaptation	📖 Arreguin-Anderson & Ruiz (2016) 📖 DeNicolò (2016) 📖 Huerta Soto & Tafolla (2016) 📖 López-Leiva & Kyung Sung (2016) 📖 Garcia-Ruiz & Orozco Sánchez (2008)
Session 6	Multicultural and bilingual materials (quality of translations)	📖 Ernst-Slavit & Mulhern (2003) 📖 Edwards & Walker (1996)
Session 7	(Re)Designing lesson plans	Lesson plan/s <i>due</i>
Session 8	Standard and non-standard assessments	📖 Carrasquillo & Phillip (2012)
Session 9	Grade level expectations Content objectives Reflective teaching video clip sharing	📖 Clark, Jones, & Reutzel (2012) Reflective teaching video clip <i>due</i>
Session 10	About “Spanglish”	📖 Zentella (1997) 📖 DePalma (2010)

	Dual language/Bilingual learner portfolio sharing	DL/Bilingual learner portfolio <i>due</i>
Session 11	Final project: Design of materials/books sharing Wrap up session	Design of materials/book <i>due</i> TPT (Teacher Pay Teachers) Website



**College of Education
Division of Teacher Education**

ED 647: Critical Inquiry and Reflective Practice for Dual Language/Bilingual Educators

Course Description

This course focuses on a critical examination of educational policies, instructional practices, and curricula in dual language/bilingual settings. Participants work to transform their own educational practice as they engage in self-reflection, conduct research, develop advocacy and leadership skills, and plan for professional growth.

Course Objectives

- a) critically examine the learning processes and educational experiences of dual language/bilingual learners;
- b) understand that advocacy requires knowledge of one's own cultural background and self-reflection;
- c) recognize own role as an advocate in elevating the benefits and status of multilingualism;
- d) develop skills for leadership within the school, district, and community;
- e) analyze and critique own beliefs and teaching practices, develop a reflective stance, and plan for professional growth.

Required Textbook

Portes, P. R., Spencer Salas, P., & Baquedano-López, P. (2014). *U.S. Latinos and education policy research-based directions for change*: Routledge.

Additional Readings

Alanís, I., & Rodríguez, M. A. (2008). Sustaining a dual language immersion program: Features of success. *Journal of Latinos and Education*, 7(4), 305-319.

Alfaro, C. (2008). Teacher education examining beliefs, orientations, ideologies & practices. In Bartolome, L. (Ed), *Ideologies in education: Unmasking the trap of teacher neutrality*. Vol. 319, Peter Lang Publishing Group.

Berens, M. S., Kovelman, I., & Petitto, L.-A. (2013). Should bilingual children learn reading in two languages at the same time or in sequence? *Bilingual Research Journal*, 36(1), 35–60. <http://doi.org/10.1080/15235882.2013.779618>

Bartolome, L. (2008). (Ed). *Ideologies in education: Unmasking the trap of teacher neutrality*. Vol. 319, Peter Lang Publishing Group.

Clark Riojas, E., Jackson, L., & Prieto, L. (2010). Identity: A central facet of culturally

- efficacious bilingual educators teachers In B. F. Bustos, R. Sheets Hernandez & E. Clark Riojas (Eds.), *Teacher Preparation for Bilingual Student Populations* (pp. 29-39). New York: Routledge.
- Cline, Z. & Necochea, J. (2006). Teacher dispositions for effective education in the Borderlands. *The Educational Forum*, 70, 268-282.
- Darder, A. (2012). Culture and power in the classroom: Educational foundations for the schooling of bicultural students. New York: Paradigm Publishers.
- de Jong, E. (2002). Effective bilingual education: From theory to academic achievement in a two-way bilingual program. *Bilingual Research Journal*, 26(1), 1-19.
- DePalma, R. (2010). *Language use in the two-way classroom: Lessons from a Spanish-English bilingual classroom*. Buffalo, USA: Multilingual Matters. Gándara, L.
- Ek, L., & Chávez, G. (2015). Proyecto Bilingüe: Constructing a figured world of bilingual education for Latina/o bilingual teachers. *Bilingual Research Journal*, 134-151
- Flores, N. & García, O. . (2013). Linguistic third spaces in education: Teachers' translanguaging across the bilingual continuum. In D. Little, C. Leung & P. V. Avermaet (Eds.), *Managing diversity in education: Languages, policies, pedagogies* (pp. 243-256). Bristol, UK: Multilingual Matters.
- Fránquiz, M., Salazar, M., & Denicolo, C. (2011). Challenging Majoritarian Tales: Portraits of Bilingual Teachers Deconstructing Deficit Views of Bilingual Learners. *Bilingual Research Journal*, 279-300.
- Garcia, O. (2014). Multilingualism and language education. In C. Leung & B. Street (Eds.), *The Routledge Companion of English Studies* (pp. 84-99). New York: Routledge.
- Hinton, K. A. (2015). "We only teach English": An examination of bilingual-in-name-only classrooms. *Research on Preparing In-service Teachers to Work Effectively with Emergent Bilingual*, 24, 265-289.
- Hubbard, R., & Power, B. (2003). *The art of classroom inquiry*. Portsmouth, NH: Heinemann.
- Lee, S. (2014). Language choice and language power: Children's use of Korean and English in two-way immersion. *Multicultural Education*, 22(1), 12-19.
- Palmer, D., & Martinez, R. (2013). Teacher Agency in Bilingual Spaces: A Fresh Look at Preparing Teachers to Educate Latina/o Bilingual Children. *Review of Research in Education*, 269-297.
- Potowski, K. (2009). Forms and functions of code-switching by dual immersion students: A comparison of heritage speaker and L2 children. In M. Turnbull & Miles & J. Dailey-O'Cain (Eds.), *First language use in second and foreign language learning* (87-114). Bristol, UK: Multilingual Matters.
- Quezada, R. & Alfaro, C. (2012). Moving pedagogical mountains: Cutting to the core. *Language Magazine*, 11(12), 19-22.
- Reyes, A., & Kleyn, T. (2010). *Teaching in Two Languages: A Guide for K-12 Bilingual Educators*. Thousand Oaks, CA: Corwin. Chapter 9.
- Rodríguez, M.A. & Alanís, I. (2011). Negotiating linguistic and cultural identity: One borderlander's leadership initiative. *International Journal of Leadership in Education: Theory and Practice*, 14(1), 103-117. DOI: 10.1080/13603120903386951.
- Romo, J. J., & Chavez, C. (2006, June). Border pedagogy: A study of pre-service

teacher transformation. *The Educational Forum*, 70(2), 142-153. Taylor & Francis Group.

Course Requirements

- | | |
|---|-------------|
| 1. Required Readings and Participation in class | (25 points) |
| 2. Inquiry Project: Poster Presentation | (20 points) |
| 3. My Critical Project | |
| Section A: Trajectory | (15 points) |
| Section B: Instructional practice or curriculum | (20 points) |
| Section C: Advocacy Component | (20 points) |

- 1. Required Readings and Participation in Class.** Each session, you will be assigned readings from the textbook and related articles. In order to demonstrate your understandings and to clarify ideas related to the readings, you will participate in discussions. Everyone should do all the assigned readings, contribute, and add substantial content to the group's discussion. Be prepared to respond by **agreeing/disagreeing, making related comments, and/or asking additional questions.**
- 2. Inquiry Project: Poster Presentation.** Begin the planning of this project early in the term. Reflective teaching implies looking for ways to do things differently when objectives/goals/outcomes are not achieved as planned. One way to find out how things work is by inquiring or researching. For this project, you are asked to choose ONE topic/theme/teaching strategy that you would like to inquiry/ research (i.e., using syllables instead of individual sounds when teaching reading to dual language/ bilingual learners). As you begin to design this inquiry project, we suggest that you consider the following questions: what the inquiry project is about, who you will do it with, how you will do it, when you will do it, why you will do it, and what you learned from the process. After having conducted your inquiry project, you will submit a poster to share your findings in Week 11. More details will be given in class.
- 3. My Critical Project** consists of three sections:
Section A: Trajectory Project: What I have learned/added to my repertoire: For this section, you are asked to submit a trajectory project (in any form you like [e.g., a video clip, a "diary," or a poem]) that captures what you have learned or added to your learning/teaching repertoire as you experience taking the dual language/bilingual courses. Think about your growth, your beliefs, your challenges, or your "aha" moments you have had in the different sessions in which you participated. In particular, you are asked to critically examine your teaching/learning practices and the content of the curriculum in light of what you have read and discussed in classes.

Section B: Re(Design) of Materials/Book. You are asked to critically revisit the materials you wrote for the *Instruction and Assessment in Dual Language/Bilingual Settings* course. As you re-examine the materials or the book one more time, you are asked to produce a reflective paper (of 4-5 pages) considering the following questions:

What is your overall reaction as you see your written production another time? How appealing are the materials or the book you wrote for any dual language/bilingual learner in Oregon and in the US? To what extent do the materials reflect dual language/bilingual learners' contexts? What language/s did you use when you first wrote the materials or the book? If you were to re-write them, what further changes will you make?

Section C: Advocacy Component. As a committed teacher to social justice and equity for every learner, there are times when you have advocated/will advocate for your learners. For this section, you are asked to write a reflective paper (of 4-5 pages) and refer to at least five instances of advocacy. Write about the context, the person/s involved, the outcome/s, and how things could have been approached differently so that the outcome was more beneficial to the learner or the situation described.

Moodle Course Site

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9. Please use **pseudonyms** for your participant/s.
10. **Pay close attention** to the **self-scoring guide** for each assignment and make sure you have addressed the requirements.
11. When "presenting/sharing" your findings or projects, you can use any technology format (e.g., Prezy).
12. Use Times Roman 12 as the default font and all papers must be double-spaced!
13. Use care in editing your written work.
14. Use the **APA style** (6th edition) for citing your sources. Slides and an exercise on the APA style have been uploaded (see Moodle or click <http://www.wou.edu/provost/library/instruct/citations/apa/index.php>)

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** Everyone is expected to participate in the forums on time, failure to do so will lower you grade.

Absence Make-up Procedures

Write a **two or three page reaction** to the required reading/s and the slides for the day. Make-up work must be turned in within **ONE week** after the absence.

Civility when Discussing

Students are expected to assist in maintaining an environment that is conducive to learning to assure that every student has the opportunity to gain from time spent in discussions. This is especially important in an education course where most students are working towards becoming a teacher, and behavior in the discussion segment is reflective of your “fitness to teach”.

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Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these to the instructor in advance if possible.

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Grade Distribution

Sessions	1	2	3	4	5	6	7	8	9	10	11	Total
Required Readings and Participation in Class	X	X	X	X	X	X	X	X	X	X		
Inquiry Project: Poster Presentation											X	
My Critical Project: Section A: My trajectory					X							
My Critical Project: Section B: Instructional Practice or Curriculum							X					

My Critical Project: Section C: Advocacy Component									X			
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Grading System

A	94 – 100%	B-	80 – 83%	D	67 – 69%
A-	90 – 93%	C	77 – 79%	D+	64 – 66%
B	87 – 89%	C+	74 – 76%	D-	60 – 63%
B+	84-86%	C-	70 – 73%	F	Below 60%

ED 647: Critical Inquiry and Reflective Practice for DL/Bilingual Educators

Sessions	Topics	Readings, Assignments, & tasks
Session 1	- Introductions, Syllabus, Course Overview, and APA style - The dual language/bilingual field: Beliefs, orientation, and practices	Student Profile 📄 Alfaro (2008) 📄 Berens, Kovelman, & Petitto (2013)
Session 2	- Re(Examining) current instructional program models	📄 Alanís & Rodríguez (2008) 📄 Hinton (2015)
Session 3	- Teachers’ repertoires: Identity and dispositions and leadership skills	📖 Clark, Jackson, & Prieto (2010) 📄 Cline & Necochea (2006)
Session 4	- Current and research in the dual language/bilingual field	📖 de Jong (2002) 📖 DePalma, (2010) 📄 Lee (2014)
Session 5	- Bi/Multilingual language policies - My Critical Project Section A Sharing	📄 Garcia (2014) 📄 Flores & García (2013) 📄 Potowski (2009) My Critical Project: Section A due
Session 6	- Advocacy - Being a resource and advocating for equitable responsibilities & the profession in contexts outside of the classroom	📖 Reyes, A., & Kleyn, T. (2010)
Session 7	- Re(Examining) the curriculum for dual language/bilingual classes - Views on bilingual learners	📄 Quezada & Alfaro (2012) 📄 Romo & Chavez (2006, June) 📄 Fránquiz, Salazar, &

	- My Critical Project: Section B: Sharing	Denicolo(2011) My Critical Project: Section B:
Session 8	- Teacher research/Classroom inquiry	📖 Hubbard & Power (2003)
Session 9	- Critical conscious teachers - My Critical Project: Section C Sharing	📖 Arellano, Cintrón, Flores & Berta- Ávila (in press). 📄 Darder (2012) My Critical Project: Section C due
Session 10	- Leadership in school/district - Teacher agency - Reflective Practice	📄 Rodríguez & Alanís (2011) 📄 Ek & Chávez (2015) 📄 Palmer & Martinez (2013)
Session 11	- Inquiry Project: Poster Presentation - Wrap up session	Inquiry Project <i>due</i>

18-Mar-16

2017-19 Preliminary Capital Request (v2)

Draft for Discussion Purposes Only

		EOU	OT	OSU	Cascade	PSU	SOU	UO	WOU	Total	
EOU	Theatre/Music Building	6,000									
	IT Building	2,000									
	Enslow Hall Deferred Maintenance	4,000									
OIT	Cornet/Engineering		42,000								
	Student Ctr/Rec ctr		15,000								
	Boyden Hall		7,400								
OSU Corvallis	Oregon Food			9,000							
	Three Building Renovations			31,000							
	Art Museum			7,500							
	Veterinary Teaching Hospital			12,500							
OSU Cascades	Bend site development				20,000						
	Bend Academic Building				39,000						
	Bend Student Success Building				10,000						
	Bend Graduate Building				500						
PSU	Grad Education Building					46,000					
	Science 1					65,000					
	School of Art Design Building					50,000					
SOU	Boiler Replacement						2,700				
	Central Hall Deferred Maintenance						7,000				
UO	Classroom Building							60,000			
	Hoestis							40,000			
	DD Hall							13,500			
	Condon Hall							21,000			
WOU	ITC Building Seismic Renovation								6,000		
	Oregon Military Building								8,200		
	New PE Building Renovations								9,400		
	Administration Building Seismic Renovation								8,100		
	Capital Repair and Renewal	65,000									
		65,000	12,000	64,400	60,000	69,500	161,000	9,700	134,500	31,700	607,800

Draft for Discussion Purposes Only

PUBLIC UNIVERSITY /COMMUNITY COLLEGE

MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Western Oregon University Schools/Departments Affected: College of Liberal Arts and Science; Computer Science; Center for Teaching and Learning /Division of Extended Programs

Project name: Instructional Technology Center Remodel

Estimated start date: April 2019 Estimated completion date: March 2020

Project type:

Planning/design 20% Land/real property acquisition: _____ New construction: _____ Addition: _____ Remodel: 80%

Project summary (describe the nature and purpose of the project):

This Project is the third phase of the proposed three-phased project to remodel and upgrade the Instructional Technology Center (ITC.) The first two phases were completed in 2012 and 2013 respectively and included a complete remodel of third floor classrooms, offices, and restrooms; upgrades to fire alarm system, the installation of a new air handler system in the attic, and the replacement of windows in the entire building. The third and final phase, will make seismic improvements to the structure, replace antiquated Mechanical, Electrical, and Plumbing (MEP) systems, and remodel the first two floors of the building.

ITC hosts WOU's most technology focused majors—Computer Science, Information Systems, and Visual Communications Design. In addition, ITC hosts the combined Center for Teaching and Learning and Division of Extended Programs which support the growth of WOU's online course offerings. The ITC building is as former grade school that has been repurposed to serve the needs of the 21st century, albeit with early 20th century design and constraints.

This project is necessary to improve fire/life/safety, reduce campus ADA deficiencies costs by approximately \$300K, reduce campus seismic deficiencies cost by approximately \$1.0M, reduce campus Deferred Maintenance costs by approximately \$2.5M, improve energy inefficiencies of the operating systems, and reduce maintenance cost in this one-hundred year-old building. It will also increase the functionality, and appearance of the building, and enhance the effectiveness of the programs housed within ITC to meet their program and mission goals.

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc.).

ITC is a 3-story, 100 year-old, unreinforced masonry building with a gross area of 28,623 sq. ft. It houses 24 offices, 5 class labs, and 2 classrooms, with a total occupancy capacity of 281. The Project will upgrade the mechanical, electrical, and plumbing (MEP) systems to improve energy efficiency, and enhance the comfort for building users. The proposed mechanical scope of work will upgrade the obsolete HVAC system on the first and second floors to improve indoor air quality and energy efficiency of the system; the electrical scope of work will replace the antiquated and unsafe main electrical distribution panel, all knob & tube wiring, and the inefficient lighting; the plumbing scope will replace the existing, and potentially dangerous, galvanized piping with new copper pipe and renovate the four restrooms on the first and second floors. To complete the scope of work, the fire alarm system will be brought up to current code, and architectural renovations to 3 class labs and 10 offices, on the first and second floors, will be altered to maximize function, improve access, and comply with current building codes. Incidental to the remodel work itself, any existing asbestos containing material will be abated.

This Project will seismically strengthen the structure and façade and significantly improve the fire/life safety features of the building in the event of an emergency. Based on the results of an Enhanced Rapid Visual Screening (E-RVS) assessment conducted by Oregon Department of Geology and Mineral Industries (DOGAMI), ITC has a 70% “probability of complete damage” under severe ground shaking levels equivalent to those currently used for the seismic design of new buildings. Strengthening the structure will improve the performance of the building in the event of an earthquake. Upgrading the electrical system will reduce the risks associated with antiquated wiring and equipment and will improve the safety both for the building occupants and the maintenance personnel assigned to service the equipment. This project will decrease over all campus deferred maintenance by approximately \$3.4M

PUBLIC UNIVERSITY /COMMUNITY COLLEGE MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Estimated project cost (include design and planning, hard and soft construction costs, land and real property acquisition, infrastructure development, furnishings and fixtures, contingencies, etc, regardless of the proposed funding model): \$6.0M

CONTINUED ON NEXT PAGE **FUNDING REQUEST:**

Funding Request	General Fund/Lottery Funds	Article XI-G Bonds	Article XI-F (1) Bonds*	Lottery Bonds	SELP Loans*	Seismic Grants	Article XI-Q Bonds*	Total
Agency Request						\$1.5M	\$4.5M	\$6M
Governor's Budget								
Legislatively Adopted								

** 10 year pro-forma will be requested for all self-support projects Article XI-F, SELP loan projects, some Article XI-Q bonds:*

Cost per net usable square feet added or renovated: \$308/ Sq. Ft.

_____ Agency Request

_____ Governor's Budget

_____ Legislatively Adopted

Budget Page _____

For Article XI-G bonds, source of matching funds (indicate sources, amounts): N/A

For additional required project funding (i.e., beyond requested state funds and Article XI-G matching funds) (indicate sources, amounts): N/A

DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings (for SELP loan funded projects only)	Campus paid debt service (Article XI-F bonds, SELP loans, Article XI-Q bonds,	Total
Agency Request					
Governor's Budget					
Legislatively Adopted					

Energy savings for SELP loans (assumptions and calculation): N/A

Debt service assumptions (number of years, estimated interest rate): N/A

Revenue sources for campus paid debt service : N/A

**PUBLIC UNIVERSITY /COMMUNITY COLLEGE
MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE**

____ Agency Request

____ Governor's Budget

____ Legislatively Adopted

Budget Page ____

PUBLIC UNIVERSITY /COMMUNITY COLLEGE

MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Western Oregon University Schools/Departments Affected: TBD

Project name: Oregon Military Academy Remodel

Estimated start date: March 2019 Estimated completion date: August 2020

Project type:

Planning/design: 30% Land/real property acquisition: _____ New construction: _____ Addition: _____ Remodel: 70%

Project summary (describe the nature and purpose of the project):

The 2016 Oregon Legislature approved the transfer of the Oregon Military Academy (OMA) building, located at the north edge of the WOU campus, from the Oregon National Guard to WOU. The goal of this project is to redesign and repurpose this military training facility, primarily used on weekends, for year-round academic program use.

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc.).

Construction of the OMA building was completed in 1992 and dedicated as a Regional Training Institute for the Oregon National Guard. The building, parking lot, and surrounding grounds sits on five (5) acres property owned by WOU and formerly leased to the Oregon National Guard. The building itself is a 65,000 square foot, two-story, steel frame structure with a masonry veneer. It is a "U" shaped structure originally designed primarily as classrooms, and barracks style sleeping quarters for approximately 300 guardsmen – instructors and trainees. It features cafeteria style dining facilities, conference rooms, offices and an armory and one elevator.

The scope of the project will focus on academic program needs, energy efficiencies, ADA access, and life safety. Repurposing this facility for academic use will likely require major architectural changes and some structural modifications to accommodate program needs. The large existing spaces will be reconfigured to create fully accessible faculty, staff and administrative offices, various size classrooms, and related ancillary space. The HVAC system, now incorporating approximately 39 heat pump units will be completely renovated to reduce energy and maintenance costs. A steam line, from the central heat plant will be routed to the building and four or five multi-zone air handler units and new chiller will replace the inefficient heat pumps. Some additional seismic bracing may be required to bring this twenty-four year-old building up to current standards. A new 12KV line will be run from our existing switch gear to the existing transformer transferring the electrical service to our internal grid. The plumbing, and low voltage systems, including the fire alarm system, will be modified as needed to meet current code and to accommodate the new program. No hazardous materials should be encountered during the remodel project.

Life, health and safety improvements proposed for this project include: upgrading the fire alarm system; improving ADA access throughout the building; upgrading the HVAC system to improve indoor air quality and comfort; and seismic upgrades as may be required by code. This project will decrease over all campus deferred maintenance by approximately \$4.4M

Estimated project cost (include design and planning, hard and soft construction costs, land and real property acquisition, infrastructure development, furnishings and fixtures, contingencies, etc, regardless of the proposed funding model): \$8.2M

FUNDING REQUEST:

PUBLIC UNIVERSITY /COMMUNITY COLLEGE
MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Funding Request	General Fund/Lottery Funds	Article XI-G Bonds	Article XI-F (1) Bonds*	Lottery Bonds	SELP Loans*	Seismic Grants	Article XI-Q Bonds*	Total
Agency Request							\$8.2M	\$8.2M
Governor's Budget								
Legislatively Adopted								

* 10 year pro-forma will be requested for all self-support projects Article XI-F, SELP loan projects, some Article XI-Q bonds:

Cost per net usable square feet added or renovated: Renovation: \$125/Sq. Ft.

_____ Agency Request _____ Governor's Budget _____ Legislatively Adopted Budget Page _____

For Article XI-G bonds, source of matching funds (indicate sources, amounts): N/A

For additional required project funding (i.e., beyond requested state funds and Article XI-G matching funds) (indicate sources, amounts): N/A

CONTINUED ON NEXT PAGE
DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings (for SELP loan funded projects only)	Campus paid debt service (Article XI-F bonds, SELP loans, Article XI-Q bonds,	Total
Agency Request					
Governor's Budget					
Legislatively Adopted					

Energy savings for SELP loans (assumptions and calculation): N/A

Debt service assumptions (number of years, estimated interest rate): N/A

Revenue sources for campus paid debt service: N/A

_____ Agency Request _____ Governor's Budget _____ Legislatively Adopted Budget Page _____

PUBLIC UNIVERSITY /COMMUNITY COLLEGE

MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Western Oregon University Schools/Departments Affected: College of Education; Health and Physical Education; Athletics

Project name: New Physical Education Building Remodel

Estimated start date: March 2019 Estimated completion date: September 2020

Project type:

Planning/design: 30% Land/real property acquisition: _____ New construction: _____ Addition: _____ Remodel: 70%

Project summary (describe the nature and purpose of the project):

The New Physical Education (NPE) building is located on the western edge of the academic core approximately five minutes (walking) from the Administration Building. It houses WOU's indoor varsity athletic courts and team/training/locker rooms, two multipurpose classrooms, as well as athletic department offices. Its gymnasium and multipurpose courts are scheduled each term to support the demand for Health and Physical Education division classes. As the largest venue on campus (the main gym can seat over 3,000 spectators), NPE is used for various campus and community activities including the Cesar E. Chavez Leadership Conference, the Multicultural Student Union Annual Native American Pow-Wow, the Bike MS Willamette Valley charity event and various high school sport camps. Classes, activities, and sports events are heavily scheduled year-round in New PE making it difficult to schedule routine maintenance. During WOU's New Student Week the gymnasium is used daily for the week-long orientation process and an increasing number of culturally-themed events. Underrepresented students and their communities, also utilize the gym. As a result of heavy use and tight scheduling, NPE has numerous maintenance issues that can no longer be deferred, the need for additional space for team rooms and offices, and ADA issues that must be addressed. (Since there is no elevator in NPE, the faculty offices and gymnasium, located on the second floor, are not accessible to people with disabilities.)

The scope of this project is to correct all of these deficiencies, construct additional space, install an elevator, and make required ADA improvements under one contract and complete it as quickly as possible to minimize disruption to the program.

This project is necessary to assure the safety of users, reduce campus ADA deficiencies costs by approximately \$700K, reduce campus seismic deficiencies costs by approximately \$500K, reduce campus Deferred Maintenance costs by approximately \$1.65M, increase energy efficiency of the building and its operating systems, reduce maintenance costs, and to enhance the infrastructure capacity and quality of this, the university's largest venue.

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc.).

Constructed in 1971, NPE is a two-story, cast-in-place, concrete structure with a gross area of 62,468 sq. ft. Athletic courts and gymnasium space account for approximately 60% of useable space. The remaining area is made up of 20 offices, 2 classrooms, 2 restrooms, training and locker rooms, circulation, mechanical and ancillary space. It has an occupancy capacity of 4,321. Based on the results of an Enhanced Rapid Visual Screening (E-RVS) assessment, conducted by Oregon Department of Geology and Mineral Industries (DOGAMI), NPE is structurally stable with only 1% "probability of complete damage" under severe ground shaking levels equivalent to those currently used for the seismic design of new buildings.

The scope of work for this Project will address any life, health, and safety issues required by code and as necessary to support and improve the athletic program. This includes seismically bracing building equipment, fixtures, bookshelves, ceiling tile, and other systems as required by current code. Installing an elevator will significantly improve ADA access for the physically disabled. Upgrades to the HVAC system will improve the indoor air quality creating a healthier environment for the building users. Over all, this project will decrease campus deferred maintenance by approximately \$4.3M

The scope of work for the Project includes but is not limited to:

- Design and construct approximately 4,000 sq. ft. of new space for 5 offices and an elevator tower to access existing second floor offices and athletic court.

PUBLIC UNIVERSITY /COMMUNITY COLLEGE

MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

- Remodel approximately 2,000 square feet of underutilized training and locker rooms to optimize available space to accommodate current department needs.

CONTINUED ON NEXT PAGE

- Correct the following deferred maintenance issues throughout the building to improve energy efficiency, enhance the comfort, and increase safety for building users and maintenance personnel.
 - replacement of defective and outdated plumbing and lighting fixtures with energy efficient, code compliant models;
 - replace the motorized stackable bleachers in the main and upper gymnasiums;
 - replace the existing synthetic rubber flooring material in the multipurpose gym;
 - replace wood floor in the upper and lower gyms;
 - upgrade undersized electrical equipment to meet current and future needs;
 - replace the existing air handler that serves classrooms, and offices;
 - install a chiller to serve the classrooms, offices, circulation, and ancillary spaces surrounding the main gym;
 - upgrade HVAC controls throughout the building to increase efficiency and improve indoor air quality;
 - create an escape route from the existing steam tunnel for maintenance workers to egress in case of a major steam leak or other emergency;
 - replace the original windows and exterior glazed doors;
 - correct ADA deficiencies; and
 - abate asbestos material where necessary

Estimated project cost (include design and planning, hard and soft construction costs, land and real property acquisition, infrastructure development, furnishings and fixtures, contingencies, etc, regardless of the proposed funding model): \$9.4M

FUNDING REQUEST:

Funding Request	General Fund/Lottery Funds	Article XI-G Bonds	Article XI-F (1) Bonds*	Lottery Bonds	SELP Loans*	Seismic Grants	Article XI-Q Bonds*	Total
Agency Request							\$9.4M	\$9.4M
Governor's Budget								
Legislatively Adopted								

** 10 year pro-forma will be requested for all self-support projects Article XI-F, SELP loan projects, some Article XI-Q bonds:*

Cost per net usable square feet added or renovated: Addition: \$625/ Sq. Ft.; Renovation: \$110/Sq. Ft.

____ Agency Request

____ Governor's Budget

____ Legislatively Adopted

Budget Page ____

PUBLIC UNIVERSITY /COMMUNITY COLLEGE
MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

For Article XI-G bonds, source of matching funds (indicate sources, amounts): N/A

For additional required project funding (i.e., beyond requested state funds and Article XI-G matching funds) (indicate sources, amounts): N/A

CONTINUED ON NEXT PAGE
DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings (for SELP loan funded projects only)	Campus paid debt service (Article XI-F bonds, SELP loans, Article XI-Q bonds,	Total
Agency Request					
Governor's Budget					
Legislatively Adopted					

Energy savings for SELP loans (assumptions and calculation): N/A

Debt service assumptions (number of years, estimated interest rate): N/A

Revenue sources for campus paid debt service: N/A

_____ Agency Request

_____ Governor's Budget

_____ Legislatively Adopted

Budget Page _____

PUBLIC UNIVERSITY /COMMUNITY COLLEGE

MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Western Oregon University Schools/Departments Affected: College of Liberal Arts and Science; Computer Science; Center for Teaching and Learning /Division of Extended Programs

Project name: Lieuallen Administration Building Remodel

Estimated start date: April 2019 Estimated completion date: August 2020

Project type:

Planning/design 30% Land/real property acquisition: _____ New construction: _____ Addition: _____ Remodel: 70%

Project summary (describe the nature and purpose of the project):

This Project is an extensive remodel and upgrade to much of the building's structure, infrastructure, and its systems. Throughout its history the Lieuallen Administration Building has undergone numerous program changes that served to reconfigure various occupied spaces almost every time. None of those renovations ever involved a comprehensive or coordinated plan to address the entire building and its operating systems. The result of these independent and isolated changes is a floorplan layout that is inefficient and awkward, an HVAC system that is inadequate, and plumbing and electrical systems that are antiquated. In addition, a risk assessment report, from Oregon Department of Geology and Mineral Industries (DOGAMI), dated February 2007, identifies the Lieuallen Administration Building as a high risk structure for damage during a seismic event. With the exception of an elevator that was installed in the mid '80's, there remain ADA deficiencies that can only be corrected by significantly redesigning and remodeling major elements of the building. This Project, in addition to improving access, increasing energy efficiency, and upgrading the architectural and infrastructure needs of the building, would seismically reinforce the entire building to mitigate the risk of injury or death in the event of an earthquake.

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc.).

The Lieuallen Administration Building (AD), located in the academic core of campus, is a three-story, 31,000 square foot, unreinforced masonry building with a partial basement. It was designed by John V. Bennes and constructed and dedicated in 1936. (Bennes also designed the campus Instructional Technology Center (ITC) and The Cottage as well as additions to Campbell Hall and Jessica Todd Hall.) Upon its completion it replaced Campbell Hall as the administrative center of the campus. The Lieuallen Administration building currently houses the offices of the President, Vice President for Finance & Administration, ten additional administrative offices, 67 staff offices, and related ancillary space. Equally important as the administrative core of campus is the extensive campus communication system hidden in the basement of this building. All campus communication and data lines converge in a cramped portion of the basement. Even though the technology has reduced the size of electronic components, their quantity of equipment makes future expansion impossible given the limited available space. The electrical distribution switch gear located in the NE corner is a key component of the campus 12KV primary power system. It is part of a loop system that feeds over half of the academic core of campus.

This Project is a comprehensive renovation that will address and attempt to correct numerous code issues and operational deficiencies that developed over many years. The nature of this work and the process for completing this scope would likely require relocating all of the occupants to temporary facilities for the duration of the project. The HVAC scope includes replacing all pneumatic controlled/non-dampened boxes with electronically controlled terminal units. All the Building Automation System (BAS) will be replaced with new campus standard controls and much of the existing ductwork will be reconfigured or replaced. The buildings antiquated electrical system will be upgraded with all new equipment: transformer, switchgear, feeder cables, and service panels. The 12KV primary power loop will be redesigned and reconfigured to reduce the risk of catastrophic failure that could cripple much of the campus. The 12KV transformer will be replaced with a exterior, pad mount unit and the vacated space house a 48/208 volt transformer and switchgear for the Administration building and several adjacent buildings. The

PUBLIC UNIVERSITY /COMMUNITY COLLEGE

MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

main telecommunication switch and system components may be relocated to the south wing of ITC where there is more room for future expansion. The building's galvanized plumbing pipe and heating water pipes will be replaced with PEX and copper pipe, and the drain lines will be replaced as necessary.

Life, health and safety improvements proposed for this project include: seismic upgrades as required by code; improve the indoor air quality; upgrades to the electrical and fire alarm systems; and improved ADA access throughout the building. Based on the results of an Enhanced Rapid Visual Screening (E-RVS) assessment conducted by Oregon Department of Geology and Mineral Industries (DOGAMI), the Lieuallen Administration Building has a 99% “probability of complete damage” under severe ground shaking equivalent to the levels currently used for the seismic design of new buildings. The seismic scope of work will strengthen the structure by improving the physical connections between the floors and the brick façade to reduce the risk to building occupants in the event of an earthquake. Upgrading the HVAC system and controls will greatly enhance the indoor air quality and comfort. Architecturally the Project will redesign restrooms and other elements of the building as necessary to maximize function, improve access, and comply with the latest ADA requirements. Upgrading the electrical system will reduce the risks associated with faulty wiring and antiquated equipment and will improve the safety both for the building occupants and the maintenance personnel assigned to service the equipment. Asbestos material, commonly found in pipe insulation and floor and ceiling tile will be abated throughout the building. This project will decrease over all campus deferred maintenance by approximately \$3.6M

Estimated project cost (include design and planning, hard and soft construction costs, land and real property acquisition, infrastructure development, furnishings and fixtures, contingencies, etc, regardless of the proposed funding model): \$8.1M

CONTINUED ON NEXT PAGE **FUNDING REQUEST:**

Funding Request	General Fund/Lottery Funds	Article XI-G Bonds	Article XI-F (1) Bonds*	Lottery Bonds	SELP Loans*	Seismic Grants	Article XI-Q Bonds*	Total
Agency Request							\$8.1M	\$8.1M
Governor’s Budget								
Legislatively Adopted								

** 10 year pro-forma will be requested for all self-support projects Article XI-F, SELP loan projects, some Article XI-Q bonds:*

Cost per net usable square feet added or renovated: \$260/ Sq. Ft.

_____ Agency Request

_____ Governor's Budget

_____ Legislatively Adopted

Budget Page _____

For Article XI-G bonds, source of matching funds (indicate sources, amounts): N/A

For additional required project funding (i.e., beyond requested state funds and Article XI-G matching funds) (indicate sources, amounts): N/A

DEBT SERVICE COSTS

**PUBLIC UNIVERSITY /COMMUNITY COLLEGE
MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE**

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings (for SELP loan funded projects only)	Campus paid debt service (Article XI-F bonds, SELP loans, Article XI-Q bonds,	Total
Agency Request					
Governor's Budget					
Legislatively Adopted					

Energy savings for SELP loans (assumptions and calculation): N/A

Debt service assumptions (number of years, estimated interest rate): N/A

Revenue sources for campus paid debt service: N/A

_____ Agency Request

_____ Governor's Budget

_____ Legislatively Adopted

Budget Page _____

Docket Item:

Investments in Public Universities: 2017-19 Public University Support Fund, State Programs, and Statewide Public Services budget request review

Summary:

As part of its biennial budget development process, ORS 352.089 (3) requires:

On or before April 1 of each even-numbered year, each university listed in ORS 352.002 must submit to an office designated by the Higher Education Coordinating Commission as being responsible for university coordination a funding request applicable to the biennium beginning on July 1 of the following year. On or before May 1 of each even-numbered year, the office shall consolidate the funding requests from public universities listed in ORS 350.090 and submit the consolidated funding requests to the commission.

In February, draft guidance on the development of a consolidated budget request and related scenario modeling was issued to the seven public universities. Final guidance, incorporating comments and concerns expressed by stakeholders including the universities, was issued in March. A cooperative process by the universities resulted in a consolidated operating budget request and the scenario modeling attached to this docket item and presented here for discussion by the Subcommittee, representatives of the public universities, and HECC staff. A separate process is underway for the development of the 2017-19 public university capital budget request.

While no specific action is requested at this time, discussion will guide staff in the development of a consolidated public university funding request to be presented to the HECC on or before May 1, in compliance with ORS 352.089.

Docket Material (attached):

Public university 2017-19 operating budget request

Public university 2017-19 final operating budget guidance

Oregon Public University Council

Post Office Box 751 503-725-4411
Portland, OR 97207



March 30, 2016

Dear HECC Commissioners and Staff,

On behalf of Oregon's seven public universities, enclosed is the consolidated operating funding request for the 2017-19 biennium. We appreciate the opportunity to work with the Higher Education Coordinating Commission in developing and articulating budget scenarios that recognize our collective fiscal challenges.

Over the last two biennia, the Governor and Legislature have made Oregon's students and higher education a priority. Yet today, Oregon's public universities stand at a precipice. In a new era of governance, reinvestment, and collaboration, there is hope for every student to be able to enroll in a public university, complete a degree, and enter the workforce prepared for success. That hope, however, is overshadowed by two decades of funding cuts, and some looming and significant increases in employee benefits costs.

It will take continued investments to reverse years of funding challenges and to keep tuition costs manageable for Oregon students.

For two decades, universities have been forced to cut staffing and services for students and raise tuition to balance their budgets. This dilemma has largely been caused by rapid state disinvestment and cost drivers largely outside of the universities' control. The impacts of these large tuition increases and reduction in services have taken their toll. Retention rates, and at many universities graduation rates, are down or stagnant and many students can no longer piece together a financial aid package of grants, loans, and work sufficient to fund a college education. Too many Oregonians are now left hamstrung with debt and no degree.

Oregon must not allow our universities to become a false promise of opportunity. Without reinvestment in Oregon's students, universities will be forced to raise tuition beyond the reach of many Oregon families. The students who are able to enroll may not have access to the advising and support services they need to be successful. Students will fall off the cliff - resulting in lost opportunities and jobs for Oregonians.

Our unified funding request highlights and supports the following reality: ***For universities to keep tuition increases below 5% and also preserve current financial aid and student support services, state investment in the Public University Support Fund (PUSF) would need to increase by roughly 15%—or \$100 million—in the 2017-19 biennium to \$765 million. This is necessary due to large, state-mandated cost increases the universities face in the next biennium related to insurance, retirement, and contracted labor cost increases.*** Our employees and student workers deserve adequate benefits, wages, and protections. Policies like minimum wage that help level the playing field for Oregon families also have real impacts on university budgets and student tuition increases.

In addition to outlining the benefits and consequences of six possible budget scenarios in the attached request, the universities identify and expand upon several issues of shared concern, including:

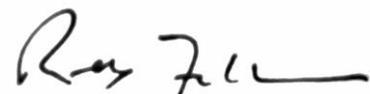
- A more accurate method to calculate Current Service Level for future university budgets needs to be developed. The Presidents firmly believe funding levels should reflect the actual costs of education.
- The universities would like to work with the Commission to mitigate the negative impacts of recent changes to the eligibility requirements of the Oregon Opportunity Grant. Our initial calculations show that the new rules may result in about 4,000 fewer university students receiving state based financial aid, and a total reduction of approximately \$8 million in aid for university students. Preliminary analysis shows that historically underrepresented students may be disproportionately reflected in the grant reductions. The funding request for the 2017-19 biennium must be in line with the Oregon Opportunity Grant funding to address the consequences that will occur as a result of shifts in student financial aid. We expect to have more information about the effects of the changes as we work to design financial aid packages in the 2016-17 academic year.

In summary, we find ourselves at a critical juncture: collectively, if we are unable to sustain the state's reinvestment in higher education, universities will be forced to implement both significant tuition increases and cuts in personnel and services that directly affect student outcomes.

Many economic indicators show that Oregon has rebounded from the Great Recession. Yet, so many of our students and families still struggle to make ends meet. Access to affordable postsecondary education that produces a successful graduate remains the number one investment the state can make to grow Oregon's middle class and its economy.

Now is the time to continue the work of restoring twenty years' worth of cuts to higher education. We look forward to our work together in continuing progress and accounting for cost increases that, if not addressed, will have serious implications on access, affordability and success for Oregon students.

Sincerely,



Eastern Oregon University
President Thomas A. Insko

Oregon State University
President Ed Ray

Southern Oregon University
President Roy H. Saigo

Western Oregon University
President Rex Fuller

Oregon Institute of Technology
President Chris Maples

Portland State University
President Wim Wiewel

University of Oregon
President Michael Schill

2017-19 Consolidated Funding Request

March 30, 2016

Introduction

Higher education in Oregon is moving in the right direction. Oregon's public universities have received budget increases for two biennia, a reversal of a cycle of cuts during the recession that negatively impacted progress on key student success outcomes such as retention and graduation rates. For the first time in a long time, there is hope that Oregon's students, regardless of their income or background, can not only get into college, but can also complete their degree with a promising future ahead of them.

Yet the modest progress campuses are beginning to see on retention and graduation outcomes is at high risk of reversing course. The culprit: increasing costs not in control of the universities, primarily in the areas of pension and healthcare benefits. Universities estimate that these and other cost drivers will add more than \$230 million of costs to university budgets in the 2017-19 biennium. Students will face dramatically increased tuition rates, as well as programmatic and support services cuts, without some relief from the state to help universities meet these costs. We are at risk of losing the ground that we have gained over the last few legislative sessions. While there is no silver bullet to fix the challenges we face, universities stand as willing and able partners with the state to implement policy and budget decisions for long-term student success.

Reversing the Cycle

This cycle is all too familiar for Oregon's university students: Two to four years of higher levels of funding that result in smaller tuition increases and reinvestment in critical campus support services that keep students in college through degree attainment. Then four to six years of funding cuts, reversing most of the progress made during the "boom" years. This cycle has a clear consequence: no significant advances in student retention rates or the number of Oregonians entering one of the state's public universities since the early 2000s. Retention rates, and to a lesser extent graduation rates, show a recurring cycle of small upward movement, then reversals or stagnation, tracking parallel with the swings in funding typical of higher education over the last 20 years in Oregon. We must collectively break this stressful cycle if we are sincere about improving student outcomes.

Despite best efforts, the "access to a degree" promises made to students by the universities, the Legislature and the Higher Education Coordinating Commission have fallen short. We have opened the doors for students – including more low-income, rural, and students of color – but once they step onto campus it is not certain that they will have the support they require to stay enrolled for more than a term or a year. This paradox is evidence that Oregon does not so much have an access problem as it has a retention and graduation problem for the very students that we are most focused on to improve outcomes. While the Oregon Opportunity Grant provides access to the state's poorest students (zero Estimated Family Contribution) through financial aid, funding for the Public University Support Fund

(PUSF) supports and retains these same students once on campus, so must run in parallel to leverage retention and improved degree outcomes.

Low- and moderate-income students and their families are often price sensitive. The reality is that even our most supported low-income students generally have to take on debt to go to school. While in college, a growing debt burden can produce behavior that doesn't always align with student success, such as students working more, stopping out, over-borrowing, or sometimes leaving school permanently. If these students do have to borrow more than what is considered manageable – e.g., cumulative borrowing that exceeds their starting salaries – post-graduation success becomes harder, setting graduates back from the financial stability that a degree should help produce. It is not just aid that students need to keep borrowing down; it is the on-campus support systems that enable them to stay in school and finish their degree faster. Every extra term that a student is in college is thousands of dollars in tuition costs, likely more borrowing, and lost opportunity costs from not being in the workforce.

Consistency in university funding will ensure that student success is not dependent upon the biennia in which a student enters college. Students fortunate enough to start school during years of investment have a better chance at success than those who start in years of cuts or inadequate funding. Students should not bear the brunt of high employee benefits costs through increased tuition and inadequate support services. With a partnership of support with the state, Oregon's Public Universities can mitigate the negative impacts of these cost increases on our students.

Higher Education as an Economic Lever

Universities are offering a broad range of degrees in science, technology, engineering, mathematics, the medical fields, as well as journalism, business, law and the liberal arts. This training is providing the state with a critical pipeline of educated residents to meet the workforce needs of Oregon today and in the future. Without support for benefits and compensation, the costs of maintaining these programs will come through tuition increases. Industry in Oregon has recovered well since the Great Recession, but its continued success is dependent upon an adequate supply of highly trained workers. This is the acute point of intersection for higher education and Oregon's economic future. Not only do Oregon's public universities equip students to enter the 21st century workforce, which allows the state to retain companies and create more family-wage jobs in communities both urban and rural, they also foster a climate for innovation, research, and commercialization of ideas and products to market. In other words, economic vitality for Oregon.

During FY15, the public universities collectively operated a half billion dollar research and commercialization enterprise that created opportunities for undergraduate and graduate student experiential learning, enhanced their preparation for future employment and provided opportunities for entrepreneurial learning. This research activity also directly benefited Oregon's economy by wholly or partially funding more than 2,500 faculty, staff and students, and translating research discoveries into commercial applications. During the past ten years, more than 90 companies have spun out of our public universities, resulting in about 800 new jobs.

A MORE ACCURATE CURRENT SERVICE LEVEL (CSL)

Universities' History with the CSL

Prior to the passage of Senate Bill 242 (2011), the Oregon University System (OUS) fully participated in the state's approach to determining current service level (CSL). As part of state's initial budget development for the next biennium, the process began with the current Legislatively Approved Budget (LAB), adjusted by Emergency Board actions (usually through April), phase-outs of any one-time programs, phase-ins any ongoing programs that were only partially funded in the current biennium, and recognition of a variety of cost increases.

Types of base and CSL adjustments previously made for the universities included:

- Increase from net cost of position actions for classified and unclassified staff, including any authorized salary increases and corresponding benefits.
- Increase for "merit increases," represented by the cost of one classified step increase for the biennium.
- Change (increase or decrease) in estimated vacancy savings.
- Increase for "personal services" to reflect inflation adjustments for temporary pay, student pay, classified overtime, shift differential pay as well as increases related to Pension Obligation Bonds costs.
- Increase for operation and maintenance costs of new buildings coming on-line during the upcoming biennium.
- Increases for phase-ins or decreases for phase-outs, as noted above.
- Application of standard inflation factor for services and supplies.

After 2011, the state's approach to the calculation of CSL for the universities was to apply only the standard inflation factor to operating appropriations – Education and General (E&G), later split into the PUSF, State Programs, and Statewide Public Services. This same approach is utilized by the state for estimating cost increase for vendors.

Recent Developments

At the October 2015 President's Council meeting, the Ways and Means Co-Chairs expressed support for addressing concerns about the impact on students of the state's approach to calculating CSL. If the state does not include regular CSL calculations in the universities' budgets, these costs are shifted to students who must bear not only their own portion of these cost drivers (the portion of E&G expenditures funded by tuition), but the portion associated with state funding. The universities sought to have specific concerns addressed by the Legislature:

- Recognition that the current calculation of the CSL for the funding of university operations (PUSF, State Programs, Statewide Public Services, or other operating appropriation categories that may arise in the future) does not capture the true costs of operating Oregon's public universities and it does not provide the Legislature or the Governor with the information needed to support effective decision-making.
- The need for a collaborative solution and thus a request that the HECC, in consultation with the Legislative Fiscal Office (LFO), Department of Administrative Services (DAS), and representatives

from public universities to develop a proposed method for calculating a more accurate CSL for university operations. Costs incurred due to legislative directives on mandatory shared services (such as retirement, healthcare, and collective bargaining) would be some, but not all, of costs considered by the workgroup.

Subsequently, in the Budget Report and Measure Summary for SB 5071 (2016), the Legislature included the following budget note:

Budget Note:

The Subcommittee recognizes that the Current Service Level (CSL) is intended to estimate the cost of legislatively approved programs in the upcoming biennium. In 2009, the Joint Committee on Ways and Means approved the adoption of a CSL model for the Community College Support Fund (CCSF) to reflect health benefit and retirement costs expected to exceed the Department of Administrative Services standard inflation rate.

To ensure consistency in post-secondary state support CSL calculations, the Department of Administrative Services (DAS) and the Legislative Fiscal Office (LFO) are directed to develop, in consultation with the Higher Education Coordinating Commission and the seven public universities, an estimated cost of applying the Community College Support Fund model to the Public University Support Fund, the Agricultural Experiment Station, the Extension Service, the Forest Research Laboratory, and Public University State Programs. The estimate will include data elements that the public universities will be required to submit to HECC in order to implement the model.

DAS and LFO will provide the estimated cost to implement the Community College Support Fund CSL model for Public University state support to the Emergency Board, through the Legislative Fiscal Office, by July 1, 2016

The universities look forward to working with their state partners in exploring a range of solutions in the best interest of Oregon’s students. We hope the conversation will include work done by universities to calculate a more accurate CSL, described in more detail below.

The Universities’ Calculation Approach

The universities developed an initial estimate of a current service level increase of 7.9% needed for 2017-19. In making that calculation, the following table indicates the primary cost drivers that were considered, as well as specific aspects that were included or excluded in the calculation. As with any point-in-time estimate, amounts are subject to change as more information becomes available. The purpose of the calculation was to illustrate the gap between the universities’ actual cost drivers and the state’s “standard inflation factor” currently applied to develop a base funding level.

Cost Drivers	What is included?	What is excluded?
<p>Salary and Pay</p> <ul style="list-style-type: none"> Consolidated biennial increase estimated at \$107.5M; 6.8% over 2015-17 	<ul style="list-style-type: none"> Minimal estimated costs from bargaining agreements 	<ul style="list-style-type: none"> New hires Position eliminations Other required hires, such as compliance related FTE

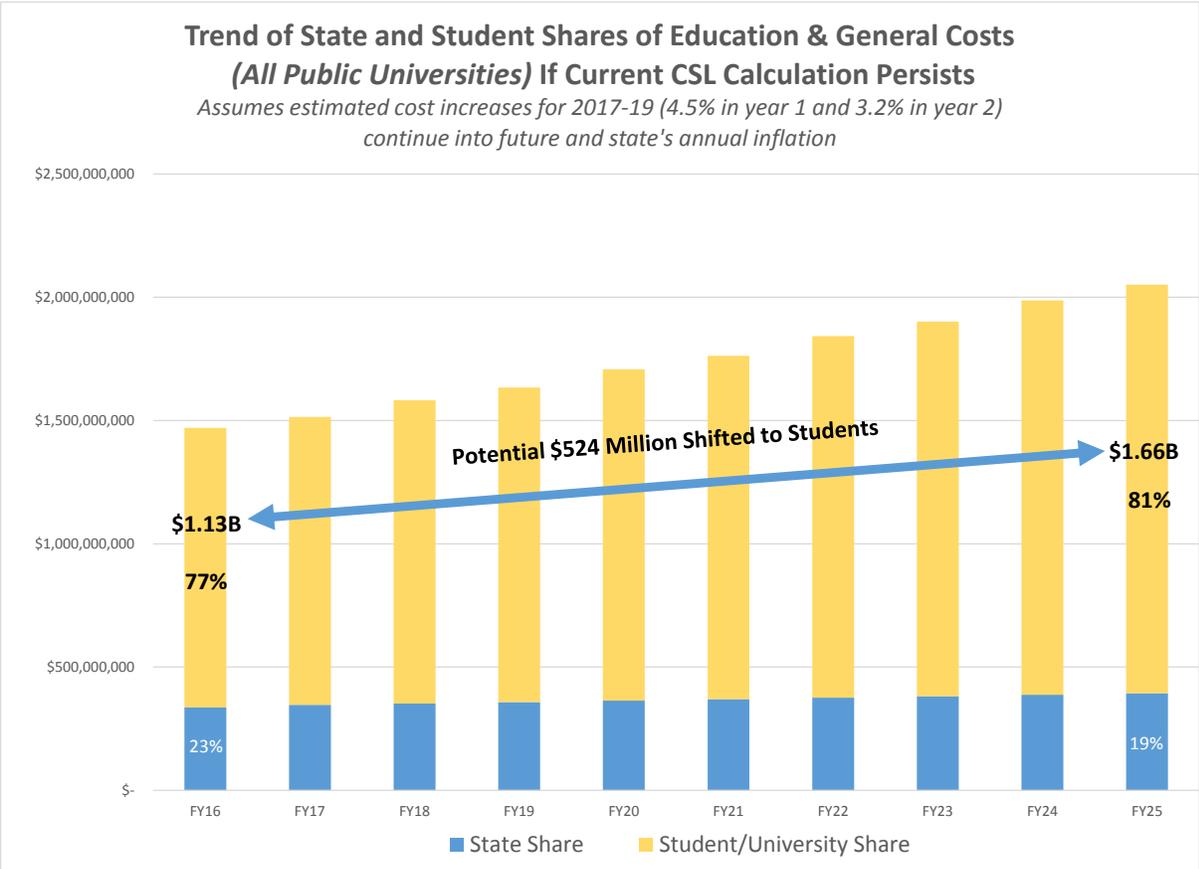
<ul style="list-style-type: none"> Individual university estimates range from 6.1% to 8.5% (3% - 4.6% annually) 	<ul style="list-style-type: none"> General salary pool increases for existing positions Fiscal impact of SB 1532 - minimum wage increase 	
<p><u>Healthcare</u></p> <ul style="list-style-type: none"> Consolidated biennial increase estimated at \$30.5M; 9.7% over 2015-17 Individual university estimates range from 8.2% to 10.3% (4% - 5% annually) 	<ul style="list-style-type: none"> Impact on existing positions 	<ul style="list-style-type: none"> Impact on new hires Impact from other required hires, such as compliance related FTE
<p><u>Retirement</u></p> <ul style="list-style-type: none"> Consolidated biennial increase estimated at \$59.4M; 21.1% over 2015-17 Individual university estimates range from 15.6% to 24.7% (largest impact occurs in year one of biennium when rates change) 	<ul style="list-style-type: none"> Impact of anticipated PERS increases as informed by Fall 2015 PERS projections and town hall meetings Estimated increases in ORP, which is linked to anticipated PERS increases 	<ul style="list-style-type: none"> Impact on new hires Impact from other required hires, such as compliance related FTE Other increases that could result from market impact on determination of final approved PERS rate increases
<p><u>Other personnel expense (OPE)</u></p> <ul style="list-style-type: none"> Consolidated biennial increase estimated at \$12.7M; 7.0% over 2015-17 Individual university estimates range from 6.2% to 9.1% (3% - 4.5% annually) 	<ul style="list-style-type: none"> Social Security Medicare Unemployment Insurance Workers Compensation State Accident Insurance Fund Employment Relations Board (Classified employees only) Mass Transit Taxing Districts 	<ul style="list-style-type: none"> Impact on new hires Impact from other required hires, such as compliance related FTE
<p><u>Operating expense</u></p> <ul style="list-style-type: none"> Consolidated biennial increase estimated at \$24.8 M; 4% over 2015-17 Individual university estimates range from 2.9% to 5.3% (primarily 2% annual inflation factor) 	<ul style="list-style-type: none"> Supplies and services Capital outlay (minor equipment) Student aid 	<p>Cost drivers unique to individual universities, such as:</p> <ul style="list-style-type: none"> Compliance required expenditures Required infrastructure expenditures Other contract obligations Planned contributions to reserve funds

Because retirement costs escalate on a biennial basis, the first fiscal year of a biennium has a higher rate of increase, as reflected in the following fiscal year view of estimated Educational & General cost increases:

Estimated Educational & General (E&G) Cost Increases (in millions)											
Expense Category	FY16	FY17	FY17 to FY18 Increases		FY18	FY18 to FY19 Increases		FY19	Biennial Increases		
Salary & Pay	\$ 778.1	\$ 802.4	\$ 27.3	3.4%	\$ 829.7	\$ 28.6	3.4%	\$ 858.3	\$ 107.5	6.8%	
Healthcare	\$ 153.7	\$ 161.0	\$ 7.6	4.7%	\$ 168.6	\$ 8.0	4.7%	\$ 176.6	\$ 30.5	9.7%	
Retirement	\$ 139.3	\$ 142.7	\$ 24.9	17.4%	\$ 167.6	\$ 6.2	3.7%	\$ 173.8	\$ 59.4	21.1%	
Other Personnel Expenses	\$ 89.0	\$ 92.6	\$ 3.0	3.2%	\$ 95.6	\$ 3.1	3.2%	\$ 98.7	\$ 12.7	7.0%	
Operating Expense	\$ 310.0	\$ 315.7	\$ 6.7	2.1%	\$ 322.4	\$ 5.8	1.8%	\$ 328.2	\$ 24.9	4.0%	
Fiscal Year Totals	\$ 1,470.1	\$ 1,514.4	\$ 69.5	4.6%	\$ 1,583.9	\$ 51.7	3.3%	\$ 1,635.6	\$ 235.0	7.9%	
Biennial Totals		2015-17		2017-19							
		\$ 2,984.5		\$ 3,219.5		\$ 235.0		7.9%			

These calculations formed the basis for modeling a number of funding level scenarios that follow. To highlight the potential impact on students of the state not fully funding its share of the true CSL, Chart 1 illustrates how costs would shift to students if 1) the current estimated true CSL of 7.9% continued into the future and, 2) the state’s contribution continued with only an artificially low CSL adjustment:

Chart 1:



Oregon Opportunity Grant

Oregon’s public universities are also dealing with funding shortfalls for financial aid since the Oregon Opportunity Grant eligibility change. Thousands of Oregon students are no longer eligible for the OOG, and campuses are suddenly seeing millions in unmet aid at their doorsteps. The OOG has been chronically underfunded in relation to Oregonians’ financial need. Many students were turned away under a “first come, first served” approach in awarding the grant. A HECC work group with broad stakeholder representation recommended various options for how to target the limited resources and make strides toward the 40-40-20 educational attainment goal. Eligibility changes that will go into effect in 2016-17 will initially award grants only to the absolute neediest students (zero EFC). While this is a critical population of students to serve, the tradeoff is that universities are faced with filling the budget gap for students who have lost their financial aid. Initial estimates show the net^[1] budget gap to be \$8 million with about 4,000 fewer university students receiving grants.

Two primary concerns are the disproportionate impact on diverse populations and the inability of university budgets to fill this expanded gap, likely to result in declining retention or access to a four-year institution. We would respectfully request that as data continues to become available on effects of the new eligibility parameters that the HECC and the Legislature be open to a dialogue around adjustments so as to mitigate a major loss in financial aid to worthy university students. It is an understatement to say that the universities are worried about these students and the campuses’ ability to cover these significant shortfalls in light of the other benefits and compensation cost drivers hitting at the same time.

Preliminary Analysis of Changes in OOG Eligibility to Zero EFC					
	Losing Grants		Gaining Grants		Net Impact
	Students	Amount	Students	Amount	Amount
EOU	287	\$ 645,750	273	\$ 614,250	\$ 31,500
OIT	300	\$ 675,000	50	\$ 112,500	\$ 562,500
OSU	2,775	\$ 5,861,635	325	\$ 731,250	\$ 5,130,385
PSU	1,725	\$ 3,374,424	1,323	\$ 2,976,750	\$ 397,674
SOU	606	\$ 1,363,500	1,091	\$ 2,454,750	\$ (1,091,250)
UO	1,539	\$ 3,462,750	267	\$ 600,750	\$ 2,862,000
WOU	546	\$ 1,228,500	458	\$ 1,030,500	\$ 198,000
	7,778	\$ 16,611,559	3,787	\$ 8,520,750	\$ 8,090,809

^[1] The net change calculates the difference between grants that would have been awarded to new and continuing students under the prior eligibility and grants that will now be availability under the new criteria.

Public University Support Fund (PUSF)

Background

The primary state support for universities used to be appropriated for E&G operations. Beginning with the 2013-15 biennium, the E&G appropriation was split into two new categories, with the state's definition noted:

- **Public University Support Fund**

The PUSF is the state's General Fund contribution to operation of the educational programs of the seven universities – Eastern Oregon University, Oregon Institute of Technology, Oregon State University (Corvallis and Cascades), Portland State University, Southern Oregon University, the University of Oregon, and Western Oregon University. Combined with student tuition and other revenues, the funds provide basic support to the educational institutions, central administration, and support services. It includes General Fund for operation of instructional and support services to students and faculty, support for research and campus public service programs, and administrative support services. The PUSF is now allocated by the HECC using the Student Success and Completion Model (SSCM) to fund student and institutional support.

- **State Programs**

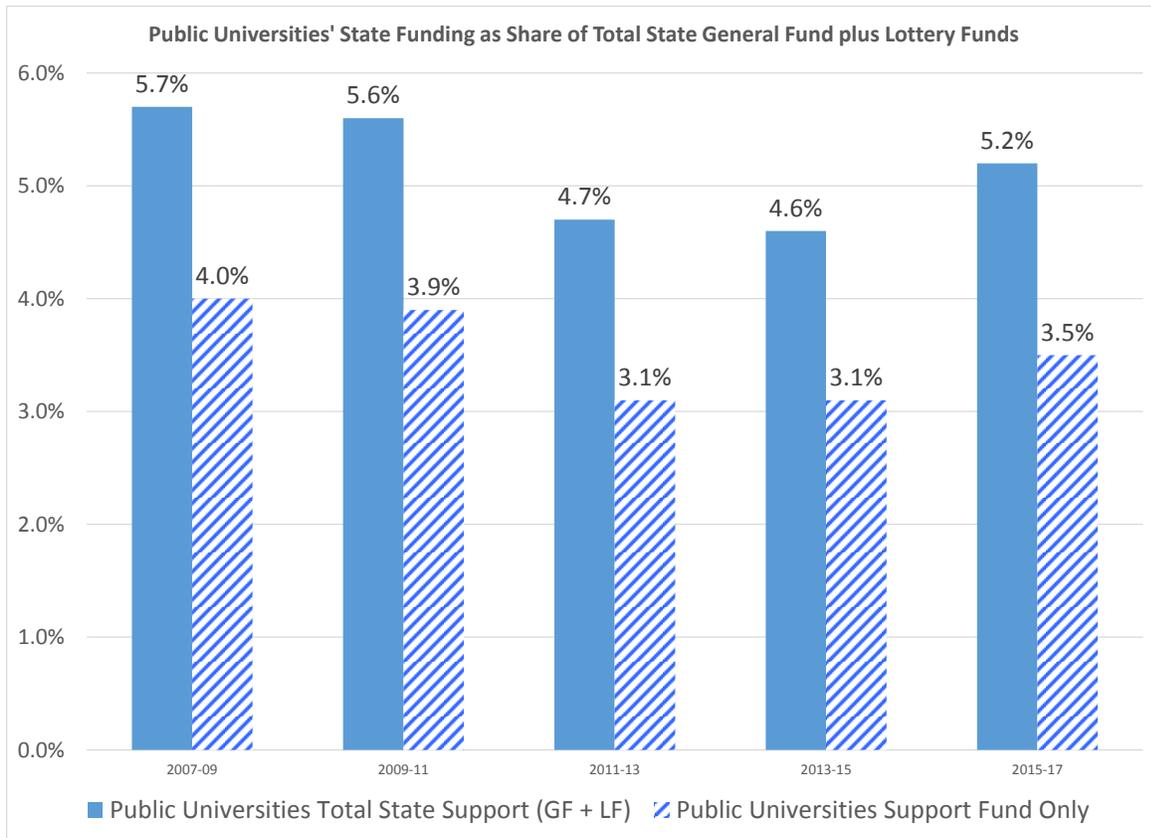
Funding for centers, institutes, and programs addressing statewide economic development, natural resource, and other needs are included in the State Programs unit (this appropriation is discussed in more detail later in the document).

For historical comparison, it is sometimes necessary to revert to the E&G grouping to get consistent comparisons. Here, historical appropriations have been restated to separate E&G funding into the newer categories.

Public University Support Fund					
2007-09 Final* LAB ¹	2009-11 Final* LAB ¹	2011-13 Final* LAB ¹	2013-15 Final* LAB	2015-17 LAB to Date ²	2017-19 Scenario 1
\$ 568,487,771	\$ 522,352,575	\$ 450,531,927	\$ 522,845,511	\$ 665,000,000	\$ 765,000,000
<p>* "Final" legislative budgets are end-of-biennium actual appropriations inclusive of any mid-biennium reductions, Emergency Board (E-Board) actions, and one-time funding</p> <p>1) For biennia prior to 2013-15, E&G appropriations are retroactively split into PUSF and State Programs categories for comparison purposes</p> <p>2) 2015-17 excludes any funding appropriated during the 2016 session</p>					

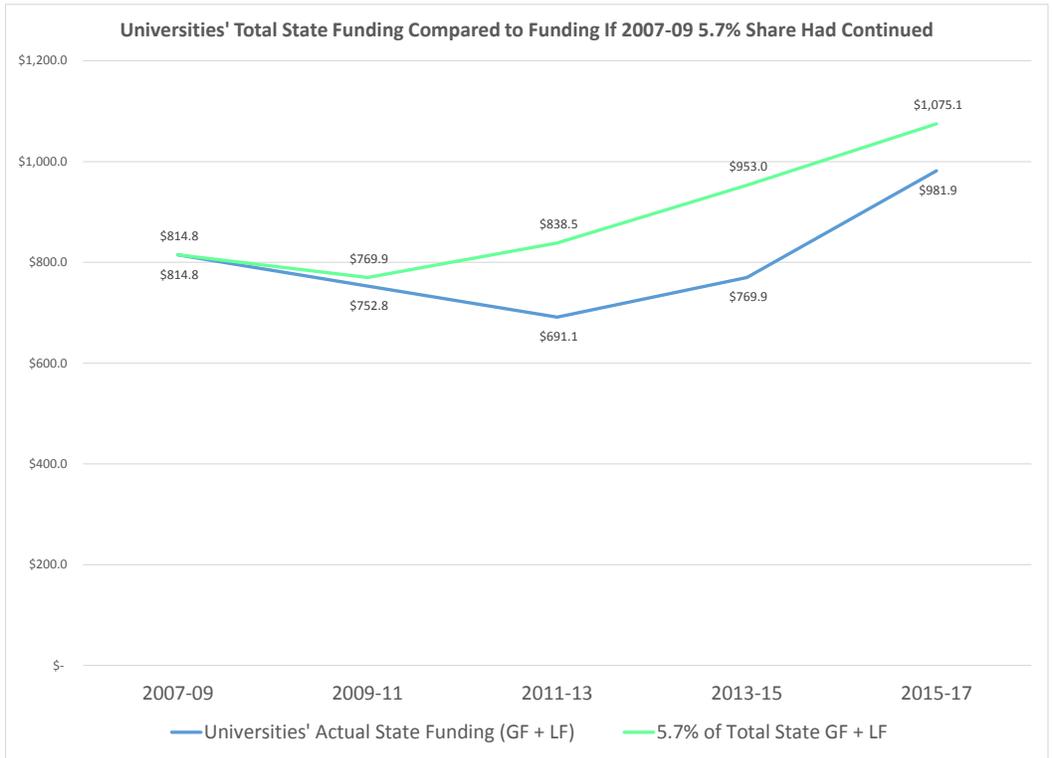
Charts 2 and 3 that follow provide additional historical context.

Chart 2 – Public Universities’ Share of State Funding (General Fund plus Lottery Funds)



A contributing factor to consider is the universities’ diminished share of Oregon’s state revenues. If 2015-17 funding for the PUSF reached 2007-09 participation levels, the PUSF would have been funded at \$775 million.

Chart 3 – Universities’ Share of Total State Funding

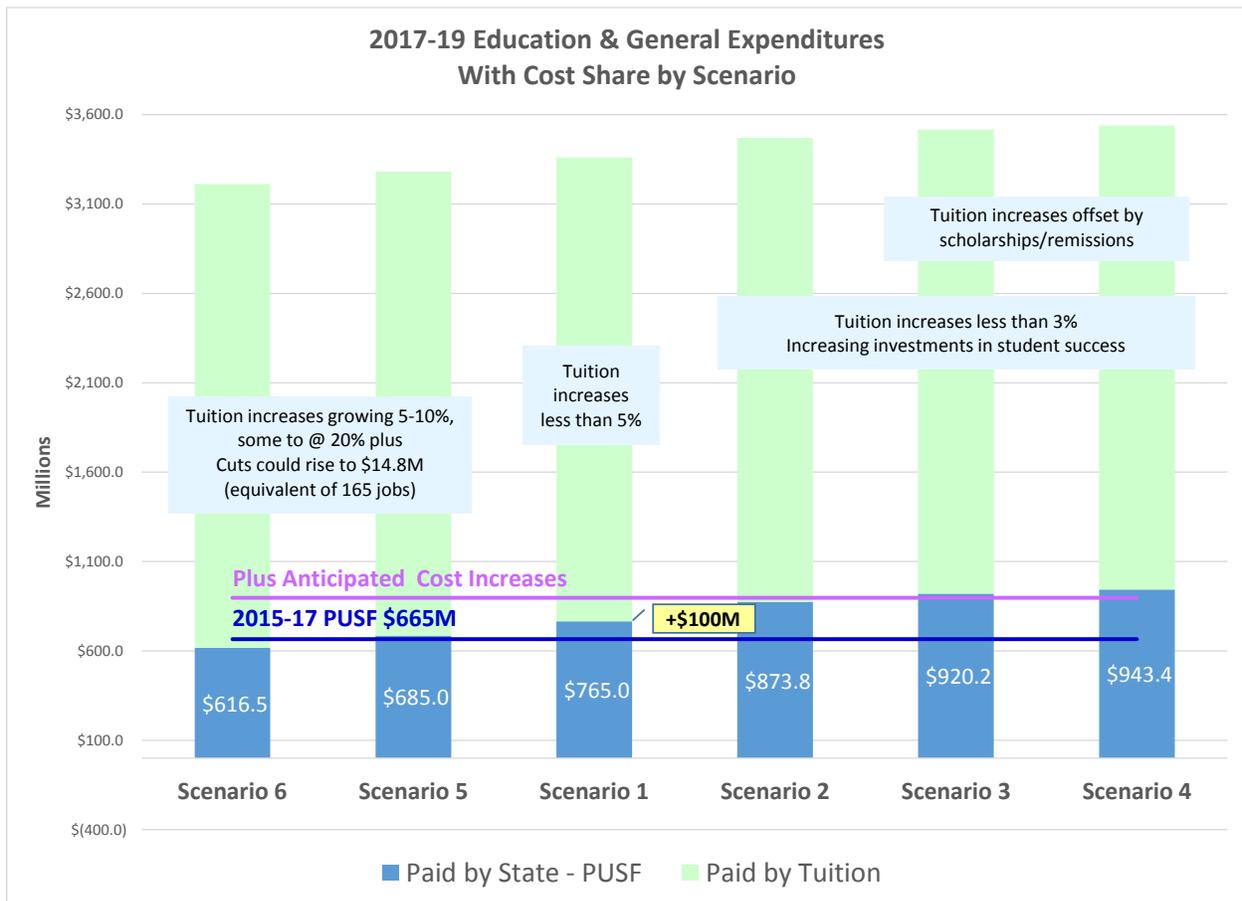


Had universities’ total state funding continued at the 2007-09 participation rate of 5.7%, they would have received an additional \$93.2 million in funding.

Funding Scenarios

The HECC asked for four funding scenarios, one at less than current funding and three higher than current funding. Additionally the universities modeled two other scenarios that provide data for the Commissioners and legislators to understand the relationship between various state funding levels, likely tuition rate increases, possible cuts in student services, as well as varying levels of institutional financial stability.

Chart 4 illustrates how the state funding for the PUSF varies under each of the scenarios.



The major implications of each scenario (or range of scenarios) are noted below.

Scenario 1: Keep tuition increases under 5%

How much funding is needed to protect the 2015 investments for better student outcomes and protect Oregon resident undergraduate students from tuition increases larger than 5%?

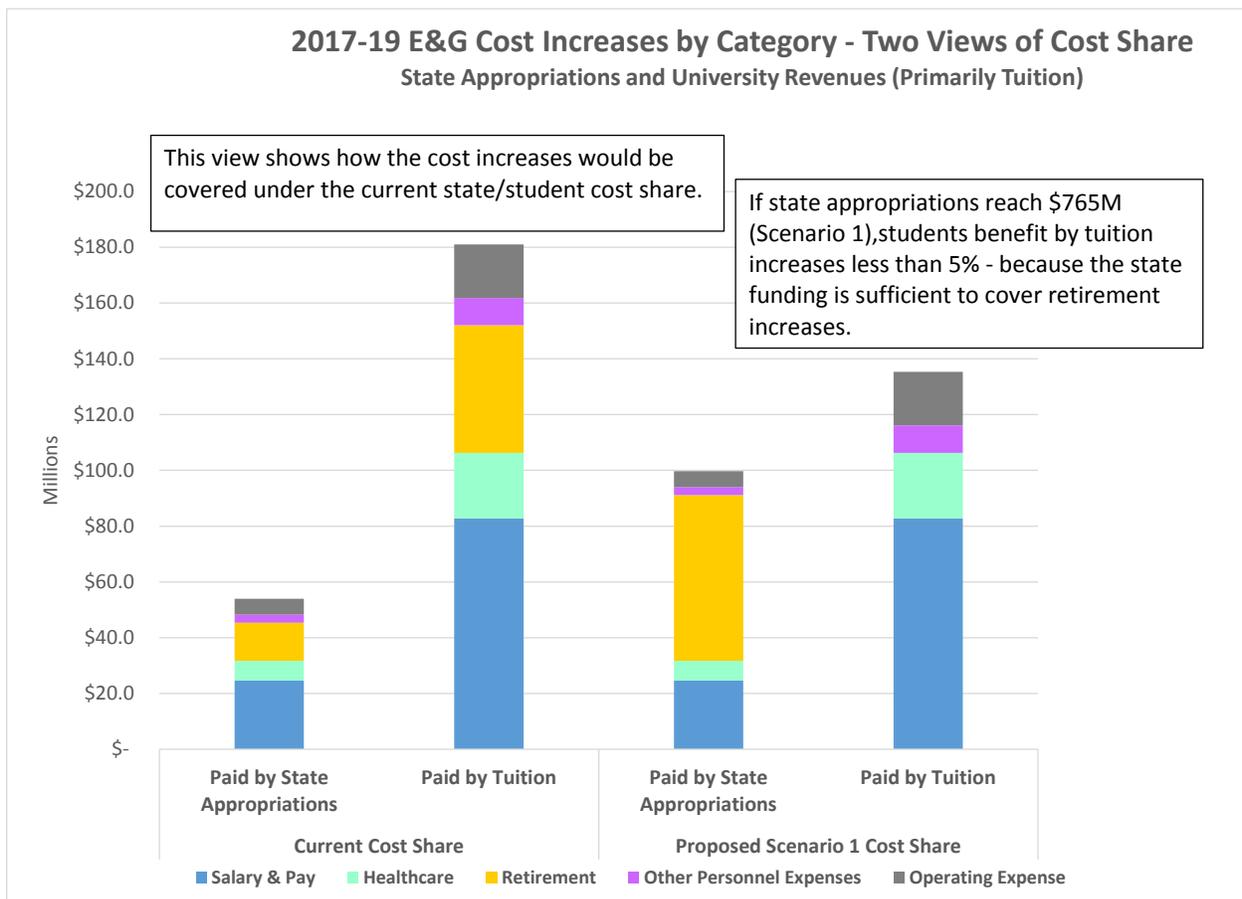
1) PUSF of \$765 million – an increase of \$100 million, 15% over 2015-17

*This figure represents the state's share of true CSL of 7.9%, plus increased retirement costs that would otherwise be borne by students. **Universities assert this should be the floor for the 2017-19 PUSF funding level.***

- We understand and appreciate that our relationship with the state is one of give and take. Universities regularly enact measures to cut administrative costs and trim budgets to the extent possible without negatively impacting academic programs and student services and experiences. Some examples of these cost-saving measures implemented this year alone include staff and faculty cuts, position freezes, and program cuts and consolidations, among others.

- Savings help fill gaps, but they are nowhere near potent enough to allow us to cover the external costs placed on budgets from benefits, compensation contracts, financial aid and distribution formulas, and more.
- The \$100 million figure, while seemingly large, is only what universities need to continue current service levels on every campus, cover external costs, keep resident undergraduate tuition increases under 5%¹, and protect the Legislature’s student-focused investments made during the last biennium.

Chart 5 illustrates the intent of Scenario 1 to not only pick up the current state share of true CSL cost increase, but also to cover the portion of retirement increases that otherwise would be borne by students:



Scenarios 2 – 4: Improved Outcomes for Students

What might result from additional or transformative levels of state investment?

- PUSF of \$873.7 million (HECC scenario B.3.)** – an increase of \$208.7 million/31.4% over 2015-17
This represents total true 7.9% CSL – both state and students’ share of increases, less 10%.

¹ Exception: Entering WOU students electing the Promise program pay an initially higher rate but rate held constant for four years.

- All universities could keep resident undergraduate tuition increases at 3% or less
- Additionally, universities would be in a position to make significant investments in additional student support initiatives (detailed in Provosts Council Initiatives section)

3) PUSF of \$920.2 million (HECC scenario B.1.) – an increase of \$255.2 million, 38.4% over 2015-17
This represents total true 7.9% CSL – both state and students’ share of increases, plus 10%.

4) PUSF of \$943.4 million (HECC scenario B.2.) – an increase of \$278.4 million, 41.9% over 2015-17
This represents total true 7.9% CSL – both state and students’ share of increases, plus 20%.

- Under both scenarios 3 and 4, all universities could keep resident undergraduate tuition increases to 3% or less. Additionally, all universities would commit to directing the full value of the tuition increases to scholarships and/or tuition remissions
- Universities would also have the program resources to expand investments in and capacity of student support initiatives (detailed in Provosts Council Initiatives section)

Provosts Council Initiatives

The Public Universities Provosts Council advise continuation of a framework that focuses on affordability, access, student success (completion and career development), as well as academic quality. For more university-specific details, see Appendix B.

University	Initiative	Affordability	Access	Success	Quality
EOU	<ul style="list-style-type: none"> • Enhance tuition remissions to increase access for rural, minority and first-generation students. 	X	X	X	X
	<ul style="list-style-type: none"> • Funding for student completion initiatives to increase graduation rates for on-campus, online and on-site programs. 	X	X	X	
	<ul style="list-style-type: none"> • Build a college-going culture through Eastern Promise Collaborative with grade schools through high school and post-secondary education. 	X	X	X	X
OIT	<ul style="list-style-type: none"> • Expand personalized resources for high school and first-year university students that provide mentoring and support in transitioning to college, including a student texting program that eliminates barriers to accessing necessary academic supports. 		X	X	X
	<ul style="list-style-type: none"> • Increase academic preparation and completion of high school students in STEM fields through university-led STEM Hub teacher professional development, industry volunteers in classrooms, and accelerated college credit. 		X	X	X
	<ul style="list-style-type: none"> • Increase degree completion through “Completer” scholarships for successful students who are close to 	X		X	

	graduation but at risk of dropping out due to financial hardship.				
OSU	<ul style="list-style-type: none"> Increase financial support to bridge gaps that become barriers for students to graduate on time. 	X	X	X	
	<ul style="list-style-type: none"> Increase advising capacity to hire additional advisors who specialize in retention, graduation, and career development, including a “one-stop” support center for transfer students 		X	X	X
	<ul style="list-style-type: none"> Increase capacity for student participation in experiential learning, including financial support needed for students to participate 	X		X	X
PSU	<ul style="list-style-type: none"> Create programs and services in conjunction with community colleges and other institutions to ensure clear pathways for transfer students 	X	X	X	
	<ul style="list-style-type: none"> Increase advising capacity, revitalize advising systems, improve the visibility of student support services and preparation for career placement 		X	X	X
	<ul style="list-style-type: none"> Provide flexible degrees to accommodate the diverse needs of students and develop academic programs that prepare students for competitive advantage in life and career 	X	X	X	X
SOU	<ul style="list-style-type: none"> Continue expansion of programs targeting Hispanic students, providing them with school based programs, including mentors, academic assistance and post – secondary encouragement for this historically underserved population. 	X	X	X	
	<ul style="list-style-type: none"> Work with regional high schools to implement accelerated and low cost degree programs for first generation, low-income, under-represented, rural students. 	X	X	X	
	<ul style="list-style-type: none"> Engage faculty in collaborative efforts that focus on intentional course design with respect to curriculum, assessment, and effective pedagogy for general education/gateway courses with high failure rates. 			X	X
UO	<ul style="list-style-type: none"> Further investments in PathwayOregon and graduation assistance grants 	X	X	X	
	<ul style="list-style-type: none"> Increase the number of tenure-track and research faculty with an emphasis on STEM 			X	X
	<ul style="list-style-type: none"> Allocate funding toward successful student transitions, including second-stage advising services, to ensure retention and completion 		X	X	X
WOU	<ul style="list-style-type: none"> Increase need-based scholarships to under-served students 	X	X		
	<ul style="list-style-type: none"> Increase availability of academic, financial and persistence counseling for student degree completion. 			X	X
	<ul style="list-style-type: none"> Expand student readiness programming for pre-college outreach 		X		X

Scenarios 5 & 6: Reduced Outcomes for Students, Large Tuition Hikes

What happens if the funding level doesn't cover true CSL?

5) PUSF of \$685 million – an increase of \$20 million, 3% over 2015-17

While a technical increase, this would effectively be a decrease due to biennial cost increases closer to 7.9%.

- If campuses protect existing student focused investments, all campuses would need to raise resident undergraduate tuition more than 5%.
Many institutions would need to raise tuition over 10% with at least three campuses over 15%.

6) PUSF of \$616 million – a decrease of \$48.5 million, -7.3% from 2015-17 (3% inflation less 10%)

- Universities would need to address the worsening situation by various combinations of larger tuition increases and programmatic cuts. Most tuition increases would be in the 5-10% range, with some higher, even exceeding 20%, and an additional \$14.8 million of cuts (equivalent of 165 jobs). This would detrimentally affect access and affordability, with underrepresented students likely to be more severely impacted. Students nearing completion might be forced to drop out. Entering students might be forced to delay matriculation.
- Universities cannot address significant state funding decreases merely by raising tuition. Once increases go into double digits, incremental revenues will be offset by enrollment declines. There is a national indicator that tuition increases approaching 8%, but certainly double-digit increases, can trigger this effect. The other option is to cut expenditures and there are inherent limitations to that action. Tenure and bargaining agreements prescribe handling of workforce reductions and often require an implementation timeline much further out than the state's budget cycle. Program closures can require teaching-out current students for another 2-3 years. If a significant decrease becomes known in June of 2017, it will be difficult to immediately adjust university budgets.

Possible short-term options:

- Reductions in services that were implemented because of additional 2015 funding for student-focused investments.
- Where possible, employees be given non-renewal notices or short-term, such as four month, contracts, to allow universities flexibility in responding to financial situation. These measure would all negatively contribute to student recruitment, retention and completions, particularly on PELL eligible, diverse students. In layoff situations, instructor and teaching assistants are on the front line, the same individuals originally hired to expand access. Course offerings are reduced, thus students' completions are delayed.
- Hiring freeze on vacant position with reallocation of workload. Expected impacts would include backfilling tenure-track faculty separations (from retirement or otherwise) with lower cost adjunct faculty as well as loss of support for core IT infrastructure, campus safety, student advising and financial aid.

- Purchasing (with local and state implications) and travel freezes, reduction in financial aid budgets.

Other University Appropriations – State Programs

As noted earlier, effective with the 2013-15 biennium, the state divided E&G funding into the Public University Support Fund and an appropriation category of “State Programs” consisting of line-item appropriations to programs that “address economic development, natural resource, and other issues rather than provide support for OUS student and institutions.”

Recently representatives from some of these programs gave presentations to the HECC. Those presentations illustrated the integration of the universities’ multiple missions of instruction, research and service. Rarely do university activities solely fall into a single silo. For example, while OSU Ocean Vessels Research is devoted to the “research and study of the waters of the Pacific Coast,” students from OSU, UO, and Clatsop Community College all benefited educationally from participation in “Oceanography Boot Camp.” While the Institute for Natural Resources at OSU and PSU is focused on the state’s natural resources, over 65 students both contribute to its efforts and participate in a learning experience. The Center for Advanced Wood Products, a collaboration of OSU and UO, blends applied research, expanded degree programs at both universities, incorporates workforce and technical training programs, and expands the potential economic development of an important natural resource.

While the weighting of expenditure categories vary from one state program to another, overall the predominance of compensation costs mirror that of the PUSF. The universities’ joint priority for State Programs is to participate in a true CSL calculation to avoid erosion of program effectiveness over time. The universities also acknowledge that Oregon Tech is faced with a unique institution-specific situation, with a state program that was authorized in statute in 2001, but not funded. ORS352.221 created the Oregon Renewable Energy Center (OREC) to engage in renewable energy system engineering and applied research. Therefore, Oregon Tech is including a request to add OREC to the list of State Programs in the amount of \$985,000, as described in Appendix C.

State Programs	Legislative Origin	2007-09 Final* LAB ¹	2009-11 Final* LAB ¹	2011-13 Final* LAB ¹	2013-15 Final* LAB	2015-17 LAB to Date ²	2015-17 Scenario 1
Engineering Technology Sustaining Funds	SB 504 (1997)	37,280,000	30,981,350	27,387,573	14,225,106	24,451,274	26,383,000
Industry Partnerships ⁵		855,564	711,027	606,652	643,049	-	-
Dispute Resolution (UO-65%; PSU-35%)	SB 904 (2003)	2,267,275	2,107,233	2,297,895	2,435,769	2,516,149	2,715,000
PSU Oregon Solutions program	HB 3948 (2001)	2,600,000	2,416,355	2,061,637	2,185,335	2,257,451	2,436,000
OSU Fermentation Science program	HB 5008 (2013)				1,200,000	1,239,600	1,338,000
Signature Research Ctrs (UO & OSU-47.5% each; PSU-5%)	HB 5077 (2003)	1,143,186	950,315	950,316	1,007,335	1,040,577	1,123,000
Oregon Metals Initiative (OMI) ⁵		964,785	801,796	684,092	725,136	-	-
UO Labor Education Research Center (LERC)	(1977)	696,936	649,089	657,542	656,867	678,544	732,000
OSU Marine Research Vessel program	HB 3451 (2013)				300,000	619,800	669,000
PSU Population Research Center	(1956)	472,744	439,187	374,427	421,407	435,313	470,000
OSU Institute for Natural Resources	HB 3948 (2001)	459,675	427,196	364,484	386,353	399,103	431,000
Clinical Legal Education program	HB 2961 (2007)	231,678	331,750	318,450	337,557	348,077	376,000
OSU Climate Change Research Institute	HB 3543 (2007)	180,000	334,858	285,701	302,843	312,837	338,000
OSU (w UO) Center for Advanced Wood Products ³	SB 5507 (2015)					2,500,000	3,669,000
Alumni Career Placement Pilot ⁴	SB 860 (2015)	-	-	-	-	427,500	615,000
Subtotal		47,151,843	40,150,156	35,988,769	24,826,757	37,226,225	41,295,000
Proposed: OT Oregon Renewable Energy Center (OREC) ⁶							985,000
							42,280,000
One-time Appropriations:							
OSU Canola Study	HB 2427 (2013)				679,000		
OSU Ocean Acidification Study	HB 5008 (2013)				250,000		
PSU Profiling Study	HB 2002 (2015)					250,431	
OSU Shellfish Research	HB 2209 (2015)					500,000	
PSU INR-Western Juniper Research	HB 2998 (2015)					100,000	
OSU INR Task Force Support	SB 202 (2015)					108,907	
EOU Wrestling program	SB 5507 (2015)					300,000	
PSU Oregon Solutions Task Force	SB 5507 (2015)					62,300	
State Programs Total		47,151,843	40,150,156	35,988,769	25,755,757	38,547,863	

* "Final" legislative budgets are end-of-biennium actual appropriations inclusive of any mid-biennium reductions, Emergency Board (E-Board) actions, and one-time funding

1) For biennia prior to 2013-15, E&G appropriations are retroactively split into PUSF and State Programs categories for comparison purposes

2) 2015-17 excludes any funding appropriated during the 2016 session

3) SB 5507 Budget Report and Measure Summary calls for Adv Wood Products to roll-up to \$3.4M in 2017-19

4) SB 860 Fiscal Impact Statement notes assumed continuation; 2017-19 roll-up at \$570K

5) Funding for Industry Partnerships and OMI transferred out of State Programs in 2015

6) OREC - Legislatively established program at Oregon Tech currently unfunded

Other State Appropriations – Statewide Public Services

The three programs that constitute the Statewide Public Services (SWPS) – the Agricultural Experiment Station (AES), the Extension Service (ES), and the Forest Research Laboratory (FRL) – are longstanding services benefitting Oregonians. As noted with the state programs, it is vital to the integrity of these services that current service calculations reflect the true cost increases. The SWPS activities are another example of the integration of instruction, research and service missions.

Statewide Public Services (SWPS)	2007-09 Final* LAB	2009-11 Final* LAB	2011-13 Final* LAB	2013-15 Final* LAB	2015-17 LAB to Date **	2015-17 Scenario 1
Agricultural Experiment Station	58,937,209	53,498,403	51,793,494	55,275,282	63,121,066	68,108,000
Extension Service	42,642,380	39,087,553	37,463,402	39,909,526	45,601,540	49,204,000
Forest Research Laboratory	6,590,714	5,829,217	5,698,684	6,070,772	9,771,107	10,543,000
SWPS Total	108,170,303	98,415,173	94,955,580	101,255,580	118,493,713	127,855,000
* "Final" legislative budgets are end-of-biennium actual appropriations inclusive of any mid-biennium reductions, Emergency Board (E-Board) actions, and one-time funding						
** 2015-17 excludes any funding appropriated during the 2016 session						

Other State Appropriations – Sports Lottery

Background

In 1989 the Oregon Legislature passed HB 3262 which gave the Oregon Lottery statutory authority to establish a sports betting program. The Sports Action Lottery game was initiated in September 1989 as a way to raise money for intercollegiate athletics at the seven OUS institutions. Sports Action was a betting game based on the outcome of NFL football games. In 2005, the Legislature passed HB 3466 which removed the statutory authority for the Lottery to run sports betting games. The bill replaced the revenue to the OUS with a guaranteed one percent of the lottery money transferred to the Economic Development Fund. The 2007-09 biennium was the only time a full one percent of lottery revenue was directed to OUS (the Universities). In all subsequent biennium to date, the legislature has established a dollar cap on the amounts made available to the Universities. From its inception through 2006, the program was referred to as Sports Action Lottery. After the passage of HB 3466, the program became simply Sports Lottery.

University Allocations

The legislature authorized first the State Board of Higher Education and later the Higher Education Coordinating Commission to allocate Sports Lottery funding to the universities within certain statutory requirements. For example, 88% of the funds are to fund athletic programs and 12% to scholarships. Various allocation methods have been used over time. The HECC is now charged with allocation of funds to the universities, but legislative action takes precedence. In 2013, the legislature began capping amounts allocated to Oregon State University and the University of Oregon.

History of Sports Lottery Allocation Methodologies								
Period Covered	EOU	OIT	OSU	PSU	SOU	UO	WOU	Total
1989 - June 30, 1997	4.00%	4.00%	33.50%	17.00%	4.00%	33.50%	4.00%	100.00%
July 1, 1997 - June 30, 2007	5.00%	5.00%	30.14%	18.71%	5.00%	31.15%	5.00%	100.00%
July 1, 2007 - June 30, 2013								
First \$1.8 million	5.00%	5.00%	30.14%	18.71%	5.00%	31.15%	5.00%	100.00%
Next \$500,000	15.00%	15.00%	5.00%	20.00%	15.00%	5.00%	25.00%	100.00%
After initial \$2.3 million	8.00%	8.00%	23.00%	19.00%	8.00%	24.00%	10.00%	100.00%
2013-15 Biennium								
Legislative dollar limits			\$1.0M			\$1.0M		
Remaining \$6M allocated by the SBHE for FY14 and by the HECC for FY15:								
By formula	14.78%	14.78%		36.85%	14.78%		18.81%	100.00%
2015-17 Biennium - specific dollar amounts per legislative budget report for HB 5029 resulting in these shares:								
	11.1%	11.1%	12.5%	27.6%	11.1%	12.5%	14.1%	100.0%

Sports Lottery	2007-09 Actuals ¹	2009-11 Actuals	2011-13 Actuals	2013-15 Actuals ²	2015-17 Budget ²	2017-19 at Est 1%
EOU	920,979	735,207	653,078	886,640	913,239	
OIT	915,870	735,207	653,078	886,640	913,239	<i>Estimate Per</i>
OSU	2,946,595	2,300,009	1,949,531	1,000,000	1,030,000	<i>March 2016</i>
PSU	2,349,294	1,835,926	1,640,866	2,211,230	2,277,567	<i>OEA Revenue</i>
SOU	918,992	735,207	653,078	886,640	913,239	<i>Forecast for</i>
UO	3,017,636	2,387,020	2,022,010	1,000,000	1,030,000	<i>Sports Lottery</i>
WOU	1,163,245	936,508	833,849	1,128,850	1,162,716	<i>Allocations</i>
Total	12,232,611	9,665,082	8,405,489	8,000,000	8,240,000	13,007,000.00

¹ 2007-09 initial distribution of statutory 1%; for all subsequent biennia, total allocation capped by Legislature

² For 2013-15 and 2015-17, Legislature capped allocations to OSU and UO

Return to Statutory 1%

The universities support a return to the statutory one-percent for Sports Lottery that would benefit students in several ways. The 12% portion is directed to graduate scholarships, providing a much needed source for students seeking advanced degrees. Much of the 88% portion allocated for athletic programs takes the form of grants-in-aid to student athletes, providing affordable access. Being engaged in intercollegiate athletics, while pursuing an academic degree, generally has a positive multiplier effect on students. It promotes the very skills that universities are teaching in the classroom as well: teamwork, problem solving, and informed decision making. Sports Lottery funding is also a

primary way that campuses are able to meet Title IX requirements to equitably fund women's athletics. Investment in student athletes also supports the overall goal of student diversity at every level: gender, geographic, ethnic, and economic background.

Summary

The universities support the following funding levels consistent with *Scenario 1* as the minimum needed 1) for state funding to reflect true costs to continue current services, 2) to continue student success initiatives that began in 2015, and 3) to keep tuition increases in 2017-19 below 5%.

2017-19 Public Universities Funding Request		
Appropriation Categories	2015-17 Current Funding	2017-19 Consolidated Request "Scenario 1"
Public University Support Fund	\$665,000,000	\$765,000,000
State Programs		
Ongoing	\$37,226,225	\$41,295,000
Proposed: Oregon Renewable Energy Center (OREC)*		\$985,000
One-time	1,321,638	-
Subtotal Education & General (E&G)	\$703,547,863	\$807,280,000
Statewide Public Services		
Agricultural Experiment Station	\$63,121,066	\$68,108,000
Extension Service	45,601,540	49,204,000
Forest Research Laboratory	9,771,107	10,543,000
Subtotal SWPS	\$118,493,713	\$127,855,000
		<i>Restore Sports Lottery to Statutory 1%</i>
Sports Lottery	\$8,240,000	\$13,007,000 **
Debt Service		
General Fund	\$119,704,939	
Lottery	31,887,710	<i>Actual Obligations</i>
Total	<u>\$981,874,225</u>	
* OREC - Legislatively established program at Oregon Tech currently unfunded		
** Amount per March 2016 Office of Economic Analysis Revenue Forecast		

APPENDIX A – HECC Request (Item B.5 in guidance)

Please provide a calculation of the projected additional revenue from successive 2% annual increases (2% increase in FY18 followed by 2% increase in FY19) to tuition and mandatory enrollment fees. Please show both the overall increase in revenue and that portion derived from resident, undergraduate students, itemized by fiscal year and institution.

Institution	Total Tuition*, net of remissions					
	FY17 Estimated Tuition*	FY18 Increase	FY18 Projected Revenue, Net	FY 19 increase	FY19 Projected Revenue, Net	2017-19 Projected Revenue Increase
	Revenue, Net	2.0%		2.0%		
EOU	\$ 17,297,918	\$ 345,958	\$ 17,643,876	\$ 352,878	\$ 17,996,754	\$ 698,836
OIT	\$ 27,366,973	\$ 547,339	\$ 27,914,312	\$ 558,286	\$ 28,472,598	\$ 1,105,625
OSU	\$325,836,337	\$ 6,516,727	\$ 332,353,064	\$ 6,647,061	\$ 339,000,125	\$ 13,163,788
PSU	\$203,156,000	\$ 4,063,120	\$ 207,219,120	\$ 4,144,382	\$ 211,363,502	\$ 8,207,502
SOU	\$ 35,731,000	\$ 714,620	\$ 36,445,620	\$ 728,912	\$ 37,174,532	\$ 1,443,532
UO	\$346,239,262	\$ 6,924,785	\$ 353,164,047	\$ 7,063,281	\$ 360,227,328	\$ 13,988,066
WOU	\$ 39,514,523	\$ 790,290	\$ 40,304,813	\$ 806,096	\$ 41,110,909	\$ 1,596,386
Total	\$995,142,013	\$19,902,839	\$1,015,044,852	\$20,300,896	\$1,035,345,748	\$ 40,203,735

Institution	Portion of above pertaining to Resident Undergraduates only, net of remissions					
	FY17 Estimated Tuition*	FY18 Increase	FY18 Projected Revenue, Net	FY 19 increase	FY19 Projected Revenue, Net	2017-19 Projected Revenue Increase
	Revenue, Net	2.0%		2.0%		
EOU	\$ 15,147,400	\$ 302,948	\$ 15,450,348	\$ 309,007	\$ 15,759,355	\$ 611,955
OIT	\$ 14,404,125	\$ 288,083	\$ 14,692,208	\$ 293,844	\$ 14,986,052	\$ 581,927
OSU	\$161,042,972	\$ 3,220,859	\$ 164,263,831	\$ 3,285,277	\$ 167,549,108	\$ 6,506,136
PSU	\$ 86,953,704	\$ 1,739,074	\$ 88,692,778	\$ 1,773,856	\$ 90,466,634	\$ 3,512,930
SOU	\$ 17,043,687	\$ 340,874	\$ 17,384,561	\$ 347,691	\$ 17,732,252	\$ 688,565
UO	\$ 66,329,246	\$ 1,326,585	\$ 67,655,831	\$ 1,353,117	\$ 69,008,948	\$ 2,679,702
WOU	\$ 17,473,523	\$ 349,470	\$ 17,822,993	\$ 356,460	\$ 18,179,453	\$ 705,930
Total	\$378,394,657	\$ 7,567,893	\$ 385,962,550	\$ 7,719,252	\$ 393,681,802	\$ 15,287,145

* Data shown for tuition only (net of remissions); mandatory enrollment fees excluded as they are designated to cover specific costs and not available as a general resource to the universities.

Projected FY17 amounts do not take into multiple rate structures or reductions due to drops and withdrawal; thus actual revenues could be lower.

APPENDIX B – University-Specific Information

Eastern Oregon University Supplemental Information

Investment: Student Success and Outcomes

Eastern Oregon University focuses its efforts on providing an accessible, affordable and engaged education. Utilizing currently available resources, each investment is strategic in its inclusion in our planning to provide the maximum return for the student. As a university of access, we serve students at all levels throughout the state and in particular, in rural and underserved areas through on campus, online and on-site programs. Additional investment by the State would allow EOU to strategically enhance critical services to students to improve retention and completion rates.

Enhance tuition remissions to increase access for rural, minority and first-generation students

Providing student support to multicultural and bilingual student recruitment, financial aid and career services for progress towards degree completion and success after college. The majority of EOU students (over 85%) receive some type of financial aid. Rural, minority and first-generation students are amongst the most vulnerable to start but not complete their college education. Eastern is focusing its own resources, private funds through the EOU Foundation and outside funding to educate students on the most important investment of their lives: education. For some students a few hundred dollars may mean the difference between paying the rent, buying books or paying for childcare. For others—especially undocumented students—the gulf between in-state tuition and actually attending college is \$10,000 or more and completely unattainable for some of Oregon’s best and brightest young minds. Additional investment would fund a large number of fee remissions for our most needy students, and would help to remove financial barriers for those wanting to obtain a college education.



Funding for student completion initiatives to increase graduation rates for on-campus, online and on-site programs

With increased challenges in higher education funding, student readiness and financial aid resources, getting to college as a freshman or returning student is only the first hill. Helping students to identify and follow a successful path from entrance through graduation is a key issue in Oregon’s overall 40-40-20 strategy. Students require, and expect, critical academic advising, tutoring and other levels of assistance in removing barriers to completion throughout their academic career. Additional funding would allow for strategic investment in completion pathways including enhanced first-year programming and degree planning; a more fully-developed early-alert system to track student progress and identify at-risk students, pairing those students with greater academic support and advising resources; and the expansion of critical student



services like the learning center, academic tutors, and the TRiO program - all of which greatly and favorably impact student success and completion.

Build a college-going culture through Eastern Promise Collaborative with grade school students through high school and post-secondary education

In collaboration with eastern Oregon community colleges, school districts and educational service districts, Eastern Oregon University developed the Eastern Promise. Widely recognized and lauded as a statewide model for K-12 and higher education cooperation and success, the Eastern Promise was provided no support in the 2015 or 2016 legislative sessions, leaving rural school districts with limited or no access for teaching training, student funding support or programmatic expansion. In many cases, the Eastern Promise was forced to contract and partner K-12 schools are no longer able to offer dual credit to its students.

With college-going attendance rates in eastern Oregon in the decline, investments in higher education provide support for accelerated learning in high schools—especially for low-income students—and put them on a fast-track to college graduation and work in Oregon’s economy. Additional investment from the State would enable continuation of Academic Momentum that promotes a college-going culture among fifth-graders in eastern Oregon, offers discounted tuition to high school students for college level classes, continues Professional Learning Communities between high school teachers and college faculty to ensure rigor in the accelerated learning environment and alignment with college-level standards, and continues the High School Summer Institute at EOU--discontinued this year for the first time in more than a decade--as a college context during which students take college-level classes and have a summer live-in experience in preparation for college.



Oregon Institute of Technology (Oregon Tech) Supplemental Information

Oregon Tech identified the following priorities, in collaboration with the Provosts Council:

1. Expand personalized resources for high school and first-year university students that provide mentoring and support in transitioning to college.
2. Increase academic preparation and completion of high school students in STEM fields.
3. Increase degree completion through “Completer” scholarships.

The table below provides examples of initiatives that would support these priorities, including connections to the HECC Strategic Plan and to Oregon Tech Strategic Action Plan 2015 – 2020.

Oregon Tech Initiatives	Access	Affordability	Success	Quality		Scenario 2	Scenario 3	Scenario 4
Expand fee remissions to increase support to rural, minority, first-generation students	X	X	X	X		X	X	X
Expand mentoring services including a student texting program, tutoring and writing lab	X	X	X	X		X	X	X
Increase degree completion through Completer scholarships for students with financial hardship close to graduation		X	X	X		X	X	X
Provide retention initiatives to Wilsonville campus	X	X	X	X		X	X	X
Increase experiential learning to junior and senior capstone projects		X	X	X		X	X	X
Implement recruiting initiatives directed at rural and URM students	X		X	X			X	X
Create support services specifically for transfer students and veterans	X		X	X			X	X
Expand recruiting in Community Colleges to increase transfer rates and easier transition	X		X	X			X	X
Expand HS/college accelerated credit for \$25/credit; focus on	X	X	X	X			X	X

chemistry, biology, information technology							
Expand Summer and High School Transition programs for HS and freshmen at both campuses	X	X	X	X		X	X
Articulate more advanced credit with Project Lead the Way in biomedical, aerospace, manufacturing and computing.	X	X	X	X		X	X

All initiatives would provide additional support for student success; some are specific to a sub-group of students that have different needs.

Connection to Oregon Tech Strategic Plan:

Oregon Tech Vision: We will have advanced our strategic vision if we are:

- Growing and transforming to meet the needs of the State of Oregon, as its demographics and industry needs change and intersect over time.
- Focusing on and expanding access for Oregon students – particularly those who face significant barriers -- to meet our 40-40-20 obligation and ensure that Oregonians are not left behind; and successfully advocate for financial resources to ensure students can be supported to stay in college and earn a degree.
- Provide additional resource support for high-need, student-support programs which target underserved students in order to improve the retention and success rates of these students; use proven approaches in campus retention programs; and replicate successful approaches in other campus retention programs.

Student Success Goal #4: Student Access & Diversity: Improve student educational access, the university environment and employment opportunities for diverse and historically underserved populations in Oregon, in order to ensure equity in our provision and delivery of education.

Connection to HECC Strategic Plan:

Goal 1: Improving educational attainment and completion

Goal 3: Ensuring affordable access for qualified Oregon students at each public university

- Improving educational attainment and completion for all Oregonians;
- Smoothing and simplifying pathways from developmental education through graduate school;
- Supporting innovations that lower costs while maintaining or increasing quality.

Connection to Outcomes: Improved access, affordability, retention and completion; focus on equity.

Oregon State University Supplemental Information

The following OSU initiatives would support Provost Council priorities, including connections to the HECC Strategic Plan themes and to the OSU Strategic Plan 3.0 goals. Which initiatives might be funded and to what extent would vary depending upon final allocations of state funding to OSU.

Initiative	Connections	
	Strategic Plans (see table on next page for references)	Outcomes
Curriculum redesign to 1) strengthen math pathways, 2) improve courses that have high incidents of awarded grades of D, F or Withdrawal by students, 3) increase access to courses by further developing online education and hybrid formats.	OSU - 1.a., 1.c., 1.f HECC (a), (d)	Improved Retention & Completion
Assist faculty in course development using Technology Across the Curriculum (TAC) and Ecampus approaches to enhance face to face, hybrid and online learning for students generally.	OSU - 1.a., 1.c., 1.f HECC (a), (d)	Improved Retention & Completion
Bring Adaptive and Personalized Learning (APL) tools that would provide real time data about students' behaviors and practices in order to provide on time curriculum interventions, including related training for students, faculty, and staff.	OSU - 1.a., 1.c., 1.d., 1.f HECC (a), (d), (e), (g)	Improved Retention & Completion
Develop and Implement mobile technology with student success mapping of available resources so that students can have this at their fingertips, including related training for students, faculty, and staff.	OSU - 1.a., 1.d., 1.f HECC (a), (d), (e)	Improved Retention & Completion
Strengthen our degree partnership program to support transfer students coming into OSU. Expand support for community college transfer student pathways to 4-year degrees: capacity to update and improve articulation agreements with community colleges; targeted advising resources for transfer students. Transfer support will be critical with the Oregon Promise coming online.	OSU - 1.a., 1.f HECC (a), (d)	Improved Retention & Completion
Expand current programs that support first-generation, low income students on campus since we are currently unable to serve all of the students that could use these programs due to capacity.	OSU - 1.a., 1.f HECC (a), (d)	Improved Retention & Completion, particularly for underrepresented populations
Develop and Implement financial literacy programs to help students access and manage their finances and decrease debt.	OSU - 1.a., 1.f HECC (a), (c), (d), (e)	
Enhance central infrastructure to expand experiential learning (community-based learning/service learning; study abroad; internships; undergraduate research; leadership development)	OSU - 1.a., 1.b., 1.f., 3.a., 3.c. HECC (a), (d), (f)	Improved Retention & Completion
Enhance career development and placement resources for undergraduates with an emphasis on transferrable/soft skills to complement disciplinary knowledge and skills. This would include FTE for additional career advising capacity; FTE to oversee career-related experiential learning (career mentoring, job shadowing, industry site-visits, internships)	OSU - 1.a., 1.b., 1.f., 3.a., 3.c. HECC (a), (d)	Improved Retention & Completion
Training and Development: <ul style="list-style-type: none"> o Provide training for faculty and staff around social justice and inclusivity; o Funding for institutional programmatic initiatives around issues of diversity, inclusion, equity and socials (President's speakers series, etc.); o Bias Prevention and Response Training for all community members and funding for Bias Response Team training; o Support for faculty training initiatives out of Academic Affairs; o Support to develop and implement a structure for staff training and onboarding (HR/Organizational Development); o Leadership Council Equity, Inclusion and Social Justice funding for ongoing training, initiative development, etc. 	OSU - 1.a., 1.b., 1.e., 1.f., 2.a., 2.b., 3.a, HECC (a), (b)	Improved Retention & Completion, particularly for underrepresented populations

OSU Strategic Plan 3.0 Connections

<u>Reference</u>	<u>Strategy</u>
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Goal 1. Provide a transformative educational experience for all learners

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|----------|---|
| OSU-1.a. | Enhance an integrated learning environment that raises and equalizes retention and success of all learners. |
| OSU-1.b. | Make high-impact learning a hallmark of Oregon State undergraduate education, preparing students for responsible citizenship and global competitiveness. |
| OSU-1.c. | Advance teaching and learning in the Baccalaureate Core through innovations in course design, authentic assessment, interactive teaching and faculty development. |
| OSU-1.d. | Strategically grow online education programs, explore new pedagogical models and address all learning styles through myriad learning platforms. |
| OSU-1.e. | Enhance our comprehensive Healthy Campus Initiative, caring about the health and well-being of students, faculty and staff. |
| OSU-1.f. | Expand strategies to recruit diverse and high-achieving students and meet enrollment goals for OSU-Cascades. |

Goal 2. Demonstrate leadership in research, scholarship and creativity while enhancing preeminence in the three signature areas of distinction.

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|----------|--|
| OSU-2.a. | Attract and retain faculty to strengthen the foundational disciplines and excellence in signature areas. |
| OSU-2.b. | Expand and cultivate transdisciplinary research through partnerships within Oregon State, along with industry and national and international partners. |
| OSU-2.c. | Selectively increase the quality, capacity and impact of Oregon State's graduate programs, while improving retention and student success. |
| OSU-2.d. | Expand and increase visibility of high-profile programs in the performing arts and creative work in the humanities. |

Goal 3. Strengthen impact and reach throughout Oregon and beyond.

- | | |
|----------|---|
| OSU-3.a. | Position Oregon State's outreach and engagement programs as learning laboratories to promote high-impact experiences for students and to promote the broader impacts of university research more effectively. |
| OSU-3.b. | Drive economic development in Oregon by expanding commercialization, technology transfer and startup companies that originate from Oregon State research. |
| OSU-3.c. | Increase the number of Oregon State students who participate in study abroad and grow the number of strategic international research partnerships. |
| OSU-3.d. | Engage alumni and other external partners to advance university goals and priorities. |

HECC Strategic Plan Connections

<u>Reference</u>	<u>Theme</u>
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- | | |
|----------|--|
| HECC (a) | Improving educational attainment and completion for all Oregonians |
| HECC (b) | Improving Oregon's economic competitiveness and quality of life |
| HECC (c) | Ensuring that resident students have affordable access to colleges and universities |
| HECC (d) | Smoothing and simplifying pathways from developmental education through graduate school |
| HECC (e) | Supporting innovations that lower costs while maintaining or increasing quality |
| HECC (f) | Supporting research that contributes to the well-being of our state, national, and global economy |
| HECC (g) | Improving state and institutional capacity for capturing, analyzing, and reporting on student data |

Portland State University Supplemental Information

As part of the discussion by the Public Universities Provosts Council, PSU identified three priorities that address affordability, access, success and quality. Following are examples of initiatives that would support these priorities, including connections to the HECC Strategic Plan themes and to the PSU Strategic Goals 2016-2020 initiatives.

Transfer Center

Make transfer to PSU successful, predictable with the goal of “no loss of credit” by creating a main point of contact for transfer students. Develop major-specific degree maps with community colleges, orientation, and ongoing acculturation.

Connection to PSU Strategic Goals:

STRATEGIC GOAL #1: ELEVATE STUDENT SUCCESS

- *Initiative 1.2: Identify and remediate administrative policies and procedures that impede student success by improving support services, programs and access to courses they need to progress towards graduation*
- *Initiative 2.2: Help students navigate their course work and move effectively and efficiently toward graduation.*
- *Initiative 2.3: Create programs and services in conjunction with community colleges and other institutions to ensure clear pathways for transfer students.*

Connection to HECC Strategic Plan:

- Improve the alignment of learning standards and outcomes between higher education institutions
- Improving educational attainment and completion for all Oregonians;

Connection to outcomes: Improve retention and completion

PSU Flexible Degrees

Develop and hire faculty to deliver 20 PSU Flexible Degrees for adult learners where 75% or more of the degree can be completed online. Develop the infrastructure to support credit for prior learning, prior learning assessment and competency-based degrees.

Connection to PSU Strategic Goals

STRATEGIC GOAL #1: ELEVATE STUDENT SUCCESS

- *Initiative 1.1: Explore and put in place new strategies to contain the cost of completing a PSU degree.*
- *Initiative 4.1: Develop an academic plan with programs that prepare students for competitive advantage in life and career.*
- *Initiative 4.2: Provide flexible degrees to accommodate the diverse needs of students.*
- *Initiative 4.3: Assess opportunities for innovative academic programs that align with career paths, locally and globally.*

Connection to HECC Strategic Plan

- Improving educational attainment and completion
- Promote degree pathways and related initiatives that increase opportunities for post-secondary students to build on career-oriented education and workplace experience.
- Supporting innovations that lower costs while maintaining or increasing quality

Connection to outcomes: Improve retention and completion; meet employer demand for qualified graduates

Advising, Analytics, and Curricular Redesign and for Increasing Graduation

PSU's has invested in a student success data platform that predicts individual students' likelihood to graduate. We will use this platform to identify and redesign courses and programs and enhance advising support.

Connection to PSU Strategic Goals

STRATEGIC GOAL #1: ELEVATE STUDENT SUCCESS

- *Initiative 3.1: Increase advising capacity, revitalize advising systems and improve the visibility of student support services.*
- *Initiative 3.2: Expand culturally responsive and culturally specific supports for students from diverse communities.*
- *Initiative 3.3: Maximize use of advanced analytics to improve student outcomes.*

Connection to HECC Strategic Plan

- Conduct public reporting on higher education outcomes, in aggregate and by institution, in a more systematic way with an equity focus.
- In partnership with institutions, support the development of center(s) to research, develop, and disseminate best practices for student success.
- Engage students, families, and community groups as partners in efforts to improve student success.

Connection to outcomes: Improve retention and completion

Focus on Research

Develop and hire faculty to offer high quality programs that provide opportunities for undergraduate and graduate students to engage in hands-on learning and research.

Connection to PSU Strategic Goals

STRATEGIC GOAL #1: ELEVATE STUDENT SUCCESS

- *Initiative 4.4: Increase opportunities for students to participate in scholarly activities, research efforts and creative endeavors.*

STRATEGIC GOAL #2: ADVANCE EXCELLENCE IN TEACHING AND RESEARCH

- *Initiative 3.1: Establish a Distinguished Professor rank to recognize outstanding research, scholarship and creative work.*
- *Initiative 3.2: Create opportunities for faculty and graduate students to develop and enrich their research efforts.*
- *Initiative 4.1: Determine and prioritize research investment and academic program development in areas where PSU is known for excellence, that show the greatest potential for collaboration and in which we have a competitive advantage.*
- *Initiative 4.2: Promote and incentivize faculty research, including support for disciplines with limited opportunities for external funding.*

Connection to HECC Strategic Plan

- Increasing Oregon's global economic competitiveness and the quality of life of its residents; Promote degree pathways and related initiative that increase for post-secondary students to build on career-oriented education and workplace experience
- Create better connections between higher education and training and employer needs

Connection to outcomes: Improve retention and completion, meet employer demand for qualified graduates, impact economic vitality of the state.

Southern Oregon University Supplemental Information

Southern Oregon University is committed to supporting the state’s higher education goals outlined in 40-40-20 and the HECC Strategic Plan. To that end, any additional institutional funds SOU receives would be used to support programs and initiatives that are currently underway, and integrating these efforts, bolstering commitment to, and sustainability of, these initiatives as well as the state’s higher education goals.

Additionally, Southern Oregon University is one of 44 member institutions (and the only one in Oregon) to be chosen to participate in Re-Imagining the First Year (RFY), a new project sponsored by the American Association of State Colleges and Universities (AASCU). With support from the **Bill & Melinda Gates Foundation** and **USA Funds**, this three year initiative (2016-2018) is aimed at ensuring success for all students, particularly those who have historically been underserved by higher education—specifically, low income, first generation, and students of color—to develop comprehensive, institutional transformation that redesigns the first year of college and creates sustainable change for student success.

The 44 institutions participating in RFY will form a learning community that reviews and shares evidence-based practices, programs and implementation strategies. The RFY initiative entails a comprehensive, “top-down, bottom-up” approach that engages the whole campus in focusing on four key areas to help first-year students succeed: institutional intentionality, curriculum redesign, changes in faculty and staff roles, and changes in student roles. See <http://www.aascu.org/RFY/> for more information.

Additional state funding would be used to provide support for SOU’s critical first-year involvement in Re-imagining the First Year (RFY), as well as the following ongoing recruitment and retention initiatives:

1. Continue expansion of Pirates to Raiders and Bulldogs to Raiders, our existing regional programs targeting Hispanic students, to at least three additional middle and high schools, providing them with on-site tutoring, mentoring, and other forms of college preparation for this historically underserved population.
2. Increase remission funding to expand our work with local county high schools to implement Jackson-Josephine Pledge, an accelerated and low cost degree programs for first generation, low-income, under-represented, rural high school students.
3. Expand current outreach to engage faculty in collaborative efforts that focus on intentional course design with respect to curriculum, assessment, and effective pedagogy for general education/gateway courses with high failure rates. Failure in these courses tends to correlate with decreased persistence and early stop-out in higher numbers for first-generation students, veterans, and other under-represented communities. Additional funding to track and assess these initiatives would also be helpful.
4. Hire 1-2 retention specialists, 1-2 academic advisors, and 1-2 financial aid counselors.

5. Increase the remission funding for the year-long Bridge Program to serve an additional 100 first-generation, Pell eligible Oregon resident high school students for fall 2017. The Bridge Program is a holistic, strength-based approach to first-year success that recognizes and develops the personal and cultural assets that incoming low-performing students, or those from underserved communities, with their college experience and assists in development of cognitive and non-cognitive skills. The Bridge program engages curriculum, student support, extra-curricular and community-based learning, peer relationships and job opportunities. It involves faculty, student life personnel, academic and student affairs staff, students, and administration.
6. Enhance capacity to respond to student counseling needs by hiring an additional Mental Health Counselor for the Student Health and Wellness Center, and an additional Case Worker for the Office of Student Support and Intervention. Both hires reflect a significant increase in student need identified by SOU Cares reporting, (the university's student care and intervention reporting system). Growth in reports is due both to the increased need for counseling and case management, as well as greater response on the part of students, staff and faculty in notifying when student concerns present themselves.
7. Increase resources for PEAK jobs on campus and expand other Career Preparation Services. PEAK provides discipline-specific job opportunities for students that require student learning outcomes and mentoring. Additional resources will help expand this and other Career Development opportunities, including professional development around internship, practicum and other professional mentoring.
8. Provide support for professional development for faculty and staff that is targeted toward Student Success, particularly around retention and advising, including better management of advising systems and documentation, as well as early academic intervention.
9. Expand resources for Veterans and military-connected students (MCs), including outreach and recruiting. We anticipate one full-time staff hire to manage veterans' certification, academic advising and counseling, in addition to enhancing the Veterans' Resource center with technology and other resources. We also anticipate increased need for additional programming that addresses Veterans, including Veteran-specific first year "ROAR" and Week of Welcome events, and academic success initiatives.

University of Oregon Supplemental Information

University of Oregon: 2017-2019 Legislative Themes

The University of Oregon (UO) has identified four priority initiatives for the 2017-2019 legislative session that advance the university's institutional priorities, align with its Strategic Framework, and support the Public Universities Provosts Council themes of affordability, access, success (completion and career), and quality. These initiatives include:

1. Expand PathwayOregon to serve more Oregon resident undergraduate students;
2. Invest in additional graduation incentive grants to support more Oregon resident students through to degree completion;
3. Increase the number of tenure-track faculty with an emphasis on STEM fields; and
4. Allocate funding supporting successful student transitions, particularly enhancing coordination across institutional units in order to ensure not only retention but also degree completion.

These priorities also support the Higher Education Coordinating Commission's strategic plan for achieving the state's post-secondary education goals as presented to the Commission on February 11, 2016.

PathwayOregon

The PathwayOregon program is the UO's promise of full tuition and fees, and comprehensive support for academically qualified, Pell-eligible Oregonians. The program draws resources from federal, state, and university programs, including funds from private philanthropy. It's currently open to resident first-time freshmen who graduate from an Oregon high school within the last two years with a minimum 3.4 cumulative GPA and who are eligible for a Federal Pell Grant as determined by FAFSA.

PathwayOregon is helping to remove barriers for lower-income and first-generation UO students and is closing the graduation gap between Pell-eligible students and their more affluent peers. Since its inception in 2008, 3,894 students have participated in PathwayOregon and have enjoyed comprehensive academic and personal support systems that lead to successful completion. Last year, with the help of additional philanthropic support, the University expanded the program so that over one third of resident freshmen received a full tuition and fee scholarship, as well as additional advising and tutoring support. Recent changes to the Oregon Opportunity Grant, however, could have a significant negative impact on the funding of this program potentially creating a \$1.5M gap.

The PathwayOregon program supports the following institution and state priorities:

- UO institutional priorities to "promote and enhance student access, retention, and success" and "attract and retain high quality, diverse students;"
- Public University Provosts Council themes of "affordability, access, success, and quality;" and
- HECC Strategic Plan, "Goal 1: Improving educational attainment and completion" including a strong commitment to equitable increases in attainment for Oregon's diverse population and "Goal 3: Ensuring affordable access for qualified Oregon students at each college or public university."

Graduation Incentive Grants

Utilizing funds appropriated by the Legislature in 2015, UO recently implemented a new graduation incentive grant program targeting Oregon residents in their final years of study who are doing well academically, but are facing financial challenges to completion. The program is targeted on a pro-active basis towards junior and senior Oregon resident students who are making satisfactory academic

progress towards their degree and are identified as being close to their cumulative loan limits. The UO Office of Enrollment Management identifies eligible students based on the program criteria, determines which students are best qualified for the awards, and contacts them about the grants. To date, UO has awarded over 136 graduation incentive scholarships to Oregon residents, enabling successful progress towards degree completion for these vulnerable students. This program supports:

- UO institutional priority to “promote and enhance student access, retention, and success;”
- Public University Provosts Council themes of “success and quality;” and
- HECC Strategic Plan, “Goal 1: Improving educational attainment and completion” by aligning with HECC “student supports” strategies.

Tenure-Track Faculty

In 2015, UO set a goal to increase the size of the tenure-related faculty by 80 to 100 members. This goal supports a number of strategic priorities: improving student’s ability to get instruction and support from full-time research faculty; educating more graduate students; increasing scholarly research, scientific discovery and creative practice; and enhancing UO’s standing among national peers. Like many universities across the county, during the past decade, the UO grew its non-tenure-track faculty ranks in response to surging undergraduate enrollment. While these instructional faculty are often excellent teachers, they do not have the same responsibilities for student advising, mentorship, service or scholarship as tenure-related faculty. To maximize investment in tenure-related faculty, the UO is focusing on hiring in areas that emphasize current strengths and emerging areas of basic and applied research excellence, largely in the STEM fields. This priority aligns with the following institution and statewide goals:

- UO institutional priorities to “enhance the impact of research, scholarship, creative inquiry and graduate education;” to “promote and enhance student access, retention, and success;” and to “attract and retain high quality, diverse students, faculty and staff;”
- Public University Provosts Council themes of “success and quality;” and
- HECC Strategic Plan, “Goal 1: Improving educational attainment and completion” and “Goal 2: Increasing Oregon’s global economic competitiveness and the quality of life of its residents.”

Student Transitions

During his first year, UO President Michael Schill announced a goal to “increase our graduation rate by at least 10 percentage points by 2020.” This goal was accompanied by a series of strategic initiatives aimed at creating the necessary programs to support students throughout their education career. Strategies that support these goals include central and coordinated academic advising, enhanced tutoring and other academic supports, enrichment and curricular reform, and outreach efforts. Current investments focus on retention, addressing high risk populations primarily among our first- and second-year students. Further allocations would focus on degree completion efforts, developing capacity to coordinate efforts across academic units, with particular emphasis on STEM disciplines and our fastest growing departments in the College of Arts and Sciences, the College of Business and the School of Journalism and Communication.

- UO institutional priorities to “promote and enhance student access, retention, and success” and “attract and retain high quality, diverse students;”
- Public University Provosts Council themes of “affordability, access, success, and quality;” and
- HECC Strategic Plan, “Goal 1: Improving educational attainment and completion” and “Goal 3: Ensuring affordable access for qualified Oregon students at each college or public university.”

Western Oregon University Supplemental Information

Western Oregon University continues to identify college affordability, access, and degree completion initiatives that align with the strategic plans of both the University and the Higher Education Coordinating Commission that serve and support the students of Oregon and the State's higher education goals. These initiatives represent priority investments that expanded opportunities to meet student needs – especially disadvantaged students – thereby improving the likelihood of completion of a baccalaureate degree.

1. Expanding Student Persistence Fee Remissions.

This area would provide limited fee remission funds to incoming students, based on financial need and academic performance. It would be available on the students' second or third terms, if grade point averages are maintained at or above a set minimum level. Additionally, the scholarship would be offered for the following fall term, based on performance within the first year. This is intended to increase students' progress through the academic year and from one year to the next.

2. Introduce Degree Completion Remissions.

Western Oregon University holds a limited amount of remission funds in reserve for assisting students in financial crisis. Demand far exceeds the funds available. We wish to expand this fund for upper division students with financial need and in good academic standing. Students with at least 90 credits completed and demonstrated unmet financial need (FAFSA information) could apply for the one-time award to continue their enrollment and academic progress. Students would also be required to have a degree plan on file to be eligible.

3. Expanding Student Academic Support.

Western would prioritize those functions that provide direct support services to students, and are particularly critical to students who have a lower to mid-range entering grade point average. Examples of undergraduate student support services that would be expanded with new funding would include hiring additional Math Center and Writing Center specialists to design and facilitate the tutoring programs based on identified needs, assist in managing tutors, and expanding hours of operation for those centers. These specialists would also work with Western's high school partners to support the development of academic bridges that facilitate the successful transition of students to our institution. A comprehensive review and enhancement of the institutional academic advising process would be engaged; this may include developing formal training for faculty in advising processes and tools, and establishing stronger online tools for students and advising faculty.

4. Expanding Student Support Services.

Western Oregon University is planning for an expanded student health and counseling center (SHCC) to better serve student demand. In order to reduce non-academic reasons for stopping out, Western would expand mental health counselor availability in the SHCC to reduce the current delays in seeing a counselor. Engagement with counselors are critical in helping a student manage the social, personal, or academic challenges that hold potential to threaten academic progress and retention. Given that the term is only ten weeks, timely intervention is imperative when a student perceives a crisis.

Given the financial status of many Western students, funds would also be designated to support student textbook lending libraries, available on a limited basis now to the Student Enrichment Program. This library complements the WOU textbook rental program operated by the Bookstore.

5. Transition Projects.

Western anticipates expanding existing programs and collaborative partnerships (and related staffing) that facilitate the progress of high school students to college, enable cross-institutional resource sharing in course or program offerings, or broaden delivery of courses. The 'WOU Project' is one example that serves Salem-Keizer high school students who are low-income, first-generation and from under-served communities. The program utilizes Western students as mentors and advisors in helping high school students; the program has served over 200 students to date with approximately 99% completing high school and over 70% enrolling in post-secondary schools. This funding would help support the new expansion into other school districts. Increased formal contact and enhance advising services at community college transfer centers to better prepare students at the community college for transfer into degree completion pathways at Western. This will become increasingly important to support students engaged in the Oregon Promise initiative. Since 2014, Western has operated a veteran's support center to provide assistance to returning veterans. We wish to expand the operational capacity of the center to better address the needs of a growing number of veterans and their family members.

Western will continue to contact students with 150 or more credits and no degree and identify pathways to a degree. In 2016, a pilot led to completion of degrees for thirty students. Additional efforts to provide pathways to success will lead to gains in degree attainment.

6. Bilingual Teacher Scholars Program.

The Bilingual Teacher Scholars Program is a new WOU initiative that works with school districts to identify and develop future bilingual teachers. Partner districts include Central, Corvallis, Hillsboro, and Salem Keizer. Chemeketa Community College also participates as a source of prepared transfer students. Key activities include high school completion and preparation for college, access to WOU, academic advising, tutoring career development and preparation to become teachers. Housing support is needed because the majority of students in the program are from very low-income families and the additional cost of housing makes participating in the program cost-prohibitive. Key activities: financial support, academic and social support through the residence hall living communities, greater student connectedness to campus and campus services.

7. Faculty Recruitment and Retention Initiatives.

The university and the faculty union recently made major strides in improving the compensation packages for early-career faculty in order to be better able to recruit and retain talented faculty committed to teaching. More improvement is necessary to ensure that salaries are equitable to competitors and that the university attracts and retains the type of faculty necessary to serve the teaching mission of the university.

8. Faculty development

The university anticipates increasing support for faculty to develop degree programs that utilize technology to improve access. Hybrid program that are a mix of face-to-face and on-line instruction are seen as opportunities for improved access by students at the graduate level and for student with some college credits but no degree. Often these individuals are seeking flexible degree paths that will enable degree completion. Additional focus will be directed to streamlining approaches focused on student learning outcomes that can be packaged within a 180-credit, 4-yr program.

APPENDIX C – Oregon Tech: Oregon Renewable Energy Center

Section 2: Development of Budget Requests for Funding that is not formula-driven

C. For those programs not subject to a proposed expansion, reduction, or elimination:

1. Please provide the 2015-17 appropriation or allocation and the 2017-19 state appropriation or allocation necessary to maintain current program operations and outcomes.

The Oregon Renewable Energy Center (OREC) received no direct state appropriations in 2015-17 and is seeking \$985,000 in 2017-19.

D. For those programs subject to a proposed expansion, reduction, or elimination:

1. Describe the nature of the request. Provide a description of the program the funding request supports, the clients that it serves and the frequency at which those clients receive service. Describe the purpose of the program and how it achieves that purpose. Describe how the program is delivered and what partners are necessary to guarantee success of the program.

As a public purpose, applied research center created by the Oregon State Legislature in 2001 ([ORS 352.221](#)), the Oregon Renewable Energy Center (OREC) speeds the integration and optimization of renewable energy resources with current power generation systems, and accelerates clean energy technologies in collaboration with industry partners.

OREC leverages globally distinguished capabilities at Oregon Tech.

- First university in North America to reach the goal of generating most of the electrical power for its campus.
 - Two geothermal power plants and testing sites, including the 280kW geothermal power plant and the 1750kW geothermal plant.
 - 7,800 ground-mounted solar electric panels on 9 acres of hillside at the Klamath Falls campus, with a total capacity of just under 2 megawatts.
- First ABET-accredited BS in Renewable Energy Engineering in the world; also offers a Master's degree in Renewable Energy Engineering.
- Home of the Geo-Heat Center, an internationally renowned repository of information and technical advice on geothermal energy development.

Oregon serves small and medium-sized companies seeking a university collaborator to prototype, test, validate and accelerate clean tech products, and renewable energy applications. OREC's geo-heat center maintains a geothermal library of over 5,000 publications, and provides information and technical assistance on the use of geothermal energy to thousands of constituents worldwide, with a focus on assisting small Oregon-based businesses with applications of geothermal energy.

Partners

OREC and Oregon Tech currently works with a multitude of partner industry organizations, universities, and community-based economic development entities. The partnerships help OREC expand its reach to small and medium-sized companies, fulfill its mission for public service in energy systems and applied research, and engage undergraduate and graduate students in relevant experiential learning to prepare the next-generation energy workforce.

Industry Partners (partial list)

- Arcimoto
- Drive Oregon
- Green Lite Motors
- Kers Tech
- Manufacturing 21 Coalition (M21)
- NW Collaboratory for Sustainable Manufacturing
- Northwest Renewable Energy Corp.
- Oregon Manufacturing Extension Partnership (OMEP)
- Oregon Solar Energy Industry Association
- Oregon Aviation Industries
- Pacific Northwest Defense Coalition (PNDC)
- Pacific Power
- PGE
- Powin Energy
- Smart Grid Oregon
- Sustainable Valley Technology Group

- Klamath IDEA
- Oregon BEST
- Oregon Innovation Council
- Oregon Metals Initiative
- Oregon Wave Energy Trust
- South Metro-Salem STEM Hub
- Southern Central Oregon Economic Development District (SCOEDD)

University Partners

- PSU: Oregon Transportation Research and Education Consortium (OTREC/ NITC)
- PSU: Power Engineering Lab (ETIC-funded collaboration)
- UO: Center for Advanced Materials Characterization in Oregon (CAMCOR) and Support Network for Research and Innovation in Solar Energy
- UO 4+1 Industrial Internship Program
Great Basin Center for Geothermal Energy

Community-based Partners

- Klamath County Economic Development Association (KCEDA)

2. Identify the amount that is being requested, by fund type, and the number and classification of positions and FTE requested, if any. Provide explanation for any costs that are not directly related to positions and position-driven services and supplies.

Expense	Description and classification	State Program Funding	Other Funding	Comments
OREC Director	1 OREC Director @ \$120,000 + \$60,000 OPE for two years Unclassified	360,000		Manage OREC, oversee centers of expertise and laboratory facilities, develop sustaining funding, work with Provost on faculty appointments to applied research center; manage Sponsored Research Office and VP Research functions.
Five applied research faculty positions	Half of salaries for 5 @ \$125,000 including OPE x 2 years Unclassified faculty positions	\$625,000 (OREC covers half of the salaries for applied research)		Faculty positions include part-time teaching of undergraduate and graduate courses, collaborations with companies on applied research projects, commercialization of research, leverage of private and federal funds.
Administrative and Grant Writing Support	1 Admin Assistant @ \$60K including OPE x 2 years; Classified position		\$120,000	Oregon Tech will support this function through grants and sponsored projects administrative offices.
	1 Grant Writer/ Grant Manager @\$100k including OPE x 2 yrs. Unclassified position		\$200,000	Oregon Tech will support this function through grants and sponsored projects administrative offices.

Research Labs, tied to industry needs, and energy curriculum	\$100,000 each x 5 researchers		\$500,000	One-time costs; future shared lab facilities will be grant funded in collaboration with other university partners or privately funded with business partners.
Total		\$985,000	\$820,000	Biennium

3. Explain how the request will advance the 40/40/20 goal, if appropriate. Include the impact of the request on the 40/40/20 goal, including the timeframe when the results will be measurable.

OREC’s projects will increase the relevance and quality of the student experience at Oregon Tech, increasing output of Bachelor’s and Master’s level engineering students, while meeting the economic development needs of companies in rural Oregon. Undergraduate and graduate students will participate in industry research projects at the technology readiness level of 3 – 7, providing career-related learning, increasing educational attainment and global competitiveness. OREC will offer multi-disciplinary projects for students across all disciplines in the College of Engineering, Technology and Management to ensure that Oregon Tech can reach its 40-40-20 goals by 2020. Success will be measured within two years through the following metrics:

- Value of contracts, grants or revenue from sponsored applied research
- BS and MS-level degrees awarded by Oregon Tech in energy and related fields
- % Employment of Oregon Tech graduates in Oregon
- # internships and industry-supported undergraduate/ graduate projects, related fields

4. Indicate if the request requires or supports proposed statutory changes.

OREC has been authorized in statute but never provided with a direct appropriation, as has been provided to other state programs.

5. Describe any non-state revenues that supports the program. Include a description of leveraged funds and the nature of how Oregon qualifies to receive the additional resources (competitive grant, federal matching program, private donation, performance bonuses, etc.). If the program has a dedicated funding stream, describe the dedicated source and the nature of the dedication (constitutional or statutory) providing legal citations to the dedication.

Oregon Tech has been supporting OREC through grants, industry donations and E&G funds since its inception in 2001, and will continue to apply for grants and seek support from industry partners, however this model is not sustainable in the current state funding environment. While OREC has raised over \$11M to support its mission, most of the funds were dedicated to the development of renewable energy resources for energy, teaching and learning, and only 9% have been committed to applied research collaborations to catalyze economic activity and jobs, while providing relevant experiences for students. A summary of OREC-related investments is listed below.

6. If the request involves establishing or increasing fees, indicate the existing fees, the proposed fees, and the impact on revenue in the 2017-19 biennium.

Oregon Tech does not plan to establish or increase fees to pay for OREC services.

OREGON RENEWABLE ENERGY CENTER- Related Energy Systems and Applied Research Funding Sources: Fiscal Years June 30 2001 - June 30, 2015

Title	Total	FY 2001 - 2015
Geothermal Direct-Heat Utilization (Closed)		130,889.86
Geothermal Renewable Energy Assista (Closed)		996,123.81
Geothermal Information Outreach (Closed)		672,420.33
OREC DE-FG03-02ER-63373 (Closed)		485,000.00
GHC DE-FG02-06ER64214 (Closed)Power Plants		480,869.59
GHC DE-FG36-08G088022 (Closed)Power Plants		3,506,400.00
USDA-REAP Rural Energy for America (Closed)		79,663.96
USDA-REAP/Energy Audits Assist (Closed)		7,854.22
DOE/Boise St-Natl Geotherm Database (Closed)		467,840.41
DOE/Univ Nv Reno UNR-11-06 (Closed)		77,538.75
NREL TAA-1-31467-01 (Closed)		49,948.77
NREL TAA-2-31490-01 (Closed)		750,315.57
NREL TOA KLDJ-5-55052-00 (Closed)		241,536.37
DOE/BLA-Geothermal Analysis (Closed)		408,616.57
DOE/NREL Student Competition Rio Gr (Closed)		5,408.62
WSU GeoPowering the West Support (Closed)		15,998.03
ODOE Christmas Valley OTH-B Radar S (Closed)		181,727.62
PSU/OTREC Hybrid Vehicle Testing		133,202.99
NITC Combined Traction		111,077.22
NITC General Adaption of Electric Hybrid Drive		67,710.58
NITC Small Starts Projects		18,138.29
Federal Grants/Subgrants		8,888,281.56
OMD Christmas Valley RenewEnergy (Closed)		169,094.00
GHC-Oregon Dept of Energy (Closed)		40,385.67
UNR Geothermal Academy 13 (Closed)		19,683.00
Oregon/Nevada Grants		229,162.67
City of Glenwood Springs-GeoEval (Closed)		54,036.37
OREC Donations		75,070.26
PacPow BlueSky LowTemp Project (Closed)		100,000.00
GHC Residential Treatment Facility (Closed)		3,000.00
OR BEST Green Lite Hybrid Drive (Closed)		73,284.00
OR BEST - KersTech Comm Prg		69,565.59
Drive Oregon Match - NITC-OIT-03 (Closed)		15,000.00
OR BEST Integrated Battery System		83,999.10
BEST Project Grants		40,874.67
BEST - NW Energy Experience		44,446.48
Other Grants		559,276.47
		327,169.84
All Grants		9,676,720.70
Energy Trust of Oregon _Geothermal Power Plants		2,037,000.00
	\$11,713,720.70	\$11,713,720.70



March 11, 2016

Dear President-

On behalf of our colleagues on the Higher Education Coordination Commission, we want to express how much we are looking forward to working with you over the next several months on the development of and advocacy for the State of Oregon's 2017-19 budget for post-secondary education.

Our efforts to build this budget will involve ongoing conversations with you and other institutional leaders between now and legislative action in 2017 – sometimes in writing, sometimes in person; sometimes individually, sometimes as a group. We hope you will understand this letter and the request it contains as the beginning of a conversation that will undoubtedly evolve over time. We intend for the information you provide to help the HECC understand your institution's particular budgetary conditions, as well as the potential consequences of state investment choices. Ultimately, it will help us more effectively advocate on your behalf.

While a unified response on behalf of all seven public universities is being requested, institution-specific context and information supporting that unified request will remain a valuable resource for the Commission during the development of its 2017-19 budget request.

In order to most effectively advocate on your behalf – and especially on behalf of Oregon taxpayers and students who seek a strong return on their investments in higher education – we believe that it will be necessary for the HECC to describe to the Governor, legislators, and the public, more clearly than has been described before, the relationship between state investments, affordability, and student outcomes.

The following themes from the draft HECC Strategic Plan are provided as guidance for the strategic and programmatic decisions underlying the requested unified response:

- Improving educational attainment and completion for all Oregonians
- Improving Oregon's economic competitiveness and quality of life
- Ensuring that resident students have affordable access to colleges and universities
- Smoothing and simplifying pathways from developmental education through graduate school
- Supporting innovations that lower costs while maintaining or increasing quality
- Supporting research that contributes to the well-being of our state, national, and global economy
- Improving state and institutional capacity for capturing, analyzing, and reporting on student data

We appreciate that to answer the questions attached will require you to make assumptions about a variety of external factors over which you may have little or no control; and will require assumptions on certain decisions that ultimately will be the purview of institutional governing boards, not institutional administration or the HECC. Especially given these unknowns, we are not asking you to make commitments to a particular course of action; rather, we are asking you to help us develop the modeling that will be necessary for the HECC, the Governor, and the Legislature to understand what is possible under different state investment scenarios.

Finally, we note that the questions attached to this letter do not address an additional area of HECC responsibility for partnering with you on budget development; namely, for capital investments. Additional guidance will soon be issued to assist in the development of capital requests.

We would like to receive your institution's responses to these questions by March 31, 2016, and look forward to discussing them both in an individual as well as a collective setting around that time. Please address your responses, as well as any questions that you may have related to this project to ben.cannon@state.or.us.¹

We are cognizant of the considerable time and energy that requests like this one require in order to respond thoroughly and thoughtfully. We know there are many other high-priority demands on your time. Please accept our appreciation for your engagement in this effort.

With gratitude,

Neil Bryant
Chair, Higher Education
Coordinating Commission

Ben Cannon
Executive Director, Higher Education
Coordinating Commission

¹ Unless further guidance is issued to the contrary, public universities listed in ORS 352.002 should expect that responses to the questions attached to this letter will meet the requirements of ORS 350.090(1a) to "on or before April 1 ... submit to an office designated by the HECC ... a funding request."

Section 1: Development of the Public University Support Fund²

A. To establish the cost of maintaining the status quo:

1. What amount of state resources are projected to be needed in the 2017-19 biennium to maintain similar levels of programs and learning outcomes for Oregon resident students as in the current biennium? Please assume enrollment (resident and non-resident) and tuition remain at 2015-16 levels.³ This calculation should not include assumptions about State of Oregon Current Service Level rates.
2. Please itemize the major cost drivers behind your answer in #1, indicating the approximate contribution in dollars that each makes to the total (for example, general inflation, salary and benefit roll-ups, other contract obligations, planned contributions to reserve funds, etc.).

B. To establish the impact of a variance from the status quo:

1. Please identify and elaborate on strategies your institution would employ as a result of a 10% increase to the incremental funding required to maintain the status quo, as identified in the calculation of the answer to A1. Please quantify the impact of this increase to key educational, public service, and research outcomes.
2. Please identify and elaborate on strategies your institution would employ as a result of a 20% increase to the incremental funding required to maintain the status quo, as identified in the calculation of the answer to A1. Please quantify the impact of this increase to key educational, public service, and research outcomes.
3. Please identify and elaborate on strategies to address a 10% decrease to the incremental funding required to maintain the status quo, as identified in the calculation of the answer to A1. Please quantify the impact of this decrease to key educational, public service, and research outcomes.
4. Please identify and elaborate on strategies your institution would employ as a result of a decrease in PUSF funding to \$616,455,000. Please quantify the impact of this decrease to key educational, public service, and research outcomes. (This scenario approximates a net 7.3% decrease from the 2015-17 PUSF resulting from a 3% CSL adjustment followed by a 10% decrease to the adjusted PUSF subtotal).
5. Please provide a calculation of the projected additional revenue from successive 2% annual increases (2% increase in FY18 followed by 2% increase in FY19) to tuition and mandatory enrollment fees. Please show both the overall increase in revenue and that portion derived from resident, undergraduate students, itemized by fiscal year and institution.

Section 2: Development of Budget Requests for Funding that is not formula-driven

For 2017-19 budget requests that do not involve adjustments to formula-driven funding streams, please provide the information requested below:

² For public universities, the focus here is on the Public University Support Fund, which will be allocated using the Student Success and Completion Model (SSCM), including Mission Differentiation line-item funding. It does not include statewide public services, state programs, or one-time, or lottery funding.

³ This question is designed to elicit the baseline case. As a result, it holds most variables constant, including inputs (tuition, enrollment, student profile) and outputs/outcomes (program levels, learning outcomes). It assumes that the state bears the entirety of any added costs. Your answer does not need to match the state-defined Current Service Level.

C. For those programs **not** subject to a proposed expansion, reduction, or elimination:

1. Please provide the 2015-17 appropriation or allocation and the 2017-19 state appropriation or allocation necessary to maintain current program operations and outcomes.

D. For those programs subject to a proposed expansion, reduction, or elimination:

1. Describe the nature of the request. Provide a description of the program the funding request supports, the clients that it serves and the frequency at which those clients receive service. Describe the purpose of the program and how it achieves that purpose. Describe how the program is delivered and what partners are necessary to guarantee success of the program.
2. Identify the amount that is being requested, by fund type, and the number and classification of positions and FTE requested, if any. Provide explanation for any costs that are not directly related to positions and position-driven services and supplies.
3. Explain how the request will advance the 40/40/20 goal, if appropriate. Include the impact of the request on the 40/40/20 goal, including the timeframe when the results will be measurable.
4. If the request is not related to 40/40/20, explain what other state goals will be advanced by the request. Include the impact of the request on the goal, including the timeframe when the results will be measurable.
5. If the request is not related to a state goal, explain what institutional/agency goal will be advanced by the request. Include the impact of the request on the goal, including the timeframe the results will be measurable.
6. Indicate if the request requires or supports proposed statutory changes.
7. Describe any non-state revenues that supports the program. Include a description of leveraged funds and the nature of how Oregon qualifies to receive the additional resources (competitive grant, federal matching program, private donation, performance bonuses, etc.). If the program has a dedicated funding stream, describe the dedicated source and the nature of the dedication (constitutional or statutory) providing legal citations to the dedication.
8. If the request involves establishing or increasing fees, indicate the existing fees, the proposed fees, and the impact on revenue in the 2017-19 biennium.

Public University Fund

Strategy	Name	Allocation	Objective
Liquidity	Short-Term <i>Currently invested in the Oregon Short-Term Fund</i>	The purpose of the short-term portfolio is to assure adequate cash for operations. Investment management efforts shall be conducted to maintain an allocation to the short-term portfolio equivalent to not less than approximately six (6) months of average monthly operating expenses. This short-term portfolio allocation may also be determined using the results of a cash flow analysis.	Principal Preservation
Core	Intermediate-Term <i>Currently invested in the Oregon Intermediate-Term Pool</i>	Investment management efforts shall be conducted to allocate to the intermediate-term portfolio any cash balances in excess of those necessary to meet the requirements for the short-term portfolio. Funds allocated to the intermediate-term portfolio should not exceed \$300 million.	Higher total return versus the benchmark index over a 3-year trailing period. (Barclays U.S. Aggregate 3-5 Year Index)
Core	Long-Term <i>Currently invested in the PUF Long-Term Pool</i>	Investment management efforts shall be conducted to allocate to the long-term portfolio any cash balances in excess of those necessary to meet the requirements for the short-term portfolio. Funds allocated to the long-term portfolio should not exceed \$120 million.	Higher total return versus the benchmark index over a 5-year trailing period. (Barclay U.S. Aggregate 5-7 Year Index)

FAC, 2016-2017 WOU Tuition & Fee Book

This is an action item.

At its April 20, 2016 committee meeting, the Board's Finance and Administration Committee (FAC) considered and recommended for approval the enclosed WOU 2016-2017 Tuition & Fee Book.

In summary, the Tuition & Fee Book recommends the following rates and increases for the 2016-2017 Academic Year:

- For resident undergraduate students who elect the traditional tuition plan, the tuition rate would increase \$60 per term for a change of 2.6%.
- For resident undergraduate students who elect the traditional tuition plan, the mandatory fee rates would increase \$29 per term for a change of 5.4%.
- For resident undergraduate students who elect the Western Promise tuition plan, the tuition rate would increase \$138 per term for a change of 5.3%
- For resident undergraduate students who elect the Western Promise tuition plan, the mandatory fee rates would increase \$29 per term for a change of 5.4%.
- For resident undergraduate students who elect the traditional tuition plan, the total increase of tuition and mandatory fees together is \$89 per term for a change of 3.2%.
- For resident undergraduate students who elect the Western Promise tuition plan, the total increase of tuition and mandatory fees together is \$167 per term for a change of 5.3%

The tuition increase for non-resident undergraduate students is 2.99%, 3.13% for resident graduate students, and 3.04% non-resident graduate students.

COMMITTEE RECOMMENDATION: The FAC recommends that the Board approve the Western Oregon University 2016-2017 Tuition & Fee Book as included in the docket, which sets tuition and mandatory fee rates for the 2016-2017 Academic Year and the 2017 Summer Session.

WOU

Base tuition & fee increases over 2015-16 rates:

	2016-17 rate	2015-16 rate	\$ change	% change
Undergraduate*:				
Resident - Base/Traditional	\$155	\$151	\$4	2.65%
Resident - Promise 2016	\$181	\$172	\$9	5.23%
Nonresident	\$483	\$469	\$14	2.99%

Graduate:				
Resident	\$363	\$352	\$11	3.13%
Nonresident	\$610	\$592	\$18	3.04%

Fees:				
Building fee	\$45	\$45	\$0	0%
Incidental fee	\$341	\$327	\$14	4.28%
Health Center fee	\$131	\$127	\$4	3.15%
Health & Counseling building fee	\$11	\$0	\$11	NEW
Rec Center fee	\$42	\$42	\$0	0%

* WOU continues to offer to incoming resident undergraduate freshmen and transfer students a one-time choice between WOU's base tuition rate and the WOU's fixed four-year tuition rate (WOU Promise). Students electing the Promise rate option will not be subject to increases for a four-year period.

New this year, the Student Health building fee (\$11/term) is used to repay a \$1.9M loan from University reserves to be used in the construction of a new Student Health and Counseling Center building. \$1.9M shall be repaid over the course of 15 years at an interest rate not to exceed 4%.

Academic Year Tuition and Fee Calculation & Changes

The tables below compare full time undergraduate tuition (15 credits) and graduate tuition (12 credits) and fees per term for 2016-17 academic year with 2015-16 for resident and nonresident students.

Tables 1 & 3 provide a comparison of the Total Tuition & Fees for residents while Table 2 & 4 include the same comparison data for nonresidents.

<u>Table 1</u>			
2016-17 AY Tuition & Fees - per term			
Undergraduate Resident			
Resident	Credit Load		
	15 Credits		
<u>Tuition</u>	\$ chg over		
	Spring 2015	% chg	
Resident -Base/Traditional	\$2,330	\$60	2.6%
Resident - Promise 2016	\$2,720	\$138	5.3%
<u>Fees</u>			
Building	\$45	\$0	0.0%
Incidental	\$341	\$14	4.3%
Rec Center Building	\$42	\$0	0.0%
Health & Counseling Building	\$11	\$11	New
Health Center	\$131	\$4	3.1%
Total Fees	\$570	\$29	5.4%
<u>Total Tuition & Fees</u>			
Resident -Base/Traditional	\$2,900	\$89	3.2%
Resident - Promise 2016	\$3,290	\$167	5.3%

<u>Table 2</u>			
2016-17 AY Tuition & Fees - per term			
Undergraduate Non-Resident			
Non-Resident	Credit Load		
	15 Credits		
<u>Tuition</u>	\$ chg over		
	Spring 2015	% chg	
Non-Resident	\$7,245	\$210	3.0%
<u>Fees</u>			
Building	\$45	\$0	0.0%
Incidental	\$341	\$14	4.3%
Rec Center Building	\$42	\$0	0.0%
Health & Counseling Building	\$11	\$11	New
Health Center	\$131	\$4	3.1%
Total Fees	\$570	\$29	5.4%
<u>Total Tuition & Fees</u>			
Non- Resident	\$7,815	\$239	3.2%

<u>Table 3</u>			
2016-17 AY Tuition & Fees - per term			
Graduate Resident			
Resident	Credit Load		
	12 Credits		
<u>Tuition</u>	\$ chg over		
	Spring 2015	% chg	
Resident	\$4,356	\$132	3.1%
<u>Fees</u>			
Building	\$45	\$0	0.0%
Incidental	\$341	\$14	4.3%
Rec Center Building	\$42	\$0	0.0%
Health & Counseling Building	\$11	\$11	New
Health Center	\$131	\$4	3.1%
Total Fees	\$570	\$29	5.4%
<u>Total Tuition & Fees</u>			
Resident	\$4,926	\$161	3.4%

<u>Table 4</u>			
2016-17 AY Tuition & Fees - per term			
Graduate Non-Resident			
Non-Resident	Credit Load		
	12 Credits		
<u>Tuition</u>	\$ chg over		
	Spring 2015	% chg	
Non-Resident	\$7,320	\$216	3.0%
<u>Fees</u>			
Building	\$45	\$0	0.0%
Incidental	\$341	\$14	4.3%
Rec Center Building	\$42	\$0	0.0%
Health & Counseling Building	\$11	\$11	New
Health Center	\$131	\$4	3.1%
Total Fees	\$570	\$29	5.4%
<u>Total Tuition & Fees</u>			
Non-Resident	\$7,890	\$245	3.2%



Western Oregon
UNIVERSITY

**2016-17 Academic Year
&
2017 Summer Session
Fee Book**

DRAFT

Approved by the Western Oregon University Board of Trustees at the April 27, 2016 meeting. All prior OUS/WOU Academic Year and Summer Session Fee Books are repealed except as to rights obligations previously acquired or incurred there under.

TABLE OF CONTENTS

Introduction	1
Delegation of Authority	1
Summary of Changes	1
Tuition & Fee Summary Tables	2
Tuition Structure and Assessment.....	7
Student Residency	8
Fees	8
Post baccalaureate, Non-graduate Student Classification	10
Reduced Tuition Policies	10
Approved Programmatic Student Financial Aid Programs.....	10
Diversity Programs.....	11
International Cultural Service Program	11
International Exchanges	11
Contract and Grant	12
WOU Supplemental Tuition Grant.....	12
VOYAGER Fee Remission	12
Veteran’s Dependent Tuition Waiver	12
Nonresident Veteran Fee Remission	13
Foster Youth Tuition Waiver	15
Other Reduced Tuition Policies.....	16
Western Undergraduate Exchange.....	16
Tuition Equity.....	17
Reduced Tuition Benefit for Academic and Classified Employees.....	18
Reduced Tuition Benefit for Family Members and Domestic Partners of Employees.....	19
Graduate Assistants	20
Resident Oregon Senior Citizen Program	21
Auditors	21
University/School Partnership Co-Pay Program	21
Other Remission Programs	22
Fee Policies Specific to Summer Session.....	23
Refunds, Waivers, and Accounts Receivable Policies	24
Differential Tuition Policy.....	25
Student Shared Governance Policy	27
Student Involvement in Development of Proposed Tuition Rates	28
Tuition and Fee Calculation	29
Glossary of Terms	30
WOU 2016-17 Academic Year.....	36
Base Tuition & Promise 2016	36
Prior Year Promise Rates.....	37
Mandatory Fees	38
WOU Summer 2017	39
Base Tuition & Promise 2016	39
Prior Year Promise Rates.....	40
Mandatory Fees	41
Distance Education / Online Tuition and Fees	42
Room and Board Rates	43

To access the 2016-17 Fee Book information online, visit the following WOU web page:
www.wou.edu/student/finaid/tuition_fees/tuition_fees.php

INTRODUCTION

The Western Oregon University (WOU) 2016-17 Fee Book, adopted by the Western Oregon University Board of Trustees (Board) contains policy statements and delegation of authority for a variety of WOU policies and fees and is published for public informational purposes.

DELEGATION OF AUTHORITY

With the passage of Senate Bill (SB) 270 (2013) and effective July 1, 2015, Western Oregon University will set their tuition and fee rates under the governance of their own institutional board.

The Board annually sets fees for enrollment at WOU, including:

- Tuition
- Building Fees
- Health Service Fees
- Incidental Fees
- Student Recreation Center Fees
- Other Mandatory Enrollment Fees
- Other Special Fees as determined by the Board

The Board has delegated authority to the institution president to establish certain fees, fines, and charges for services and materials, including:

- Laboratory and Course fees
- Fees for workshops
- Instruction fees for Continuing Education, Extended Programs, and Distance Education
- Residence Hall Room and Board Rates
- Charges for auxiliary services, e.g., food services, student centers, and parking
- Fines for violation of campus regulations
- Charges for facilities use
- Charges for other materials and services

The schedule of charges is on file in the WOU business office. Income from such services must be reflected in the WOU budget.

SUMMARY OF CHANGES

The following narratives summarize the proposed tuition and fee changes for 2016-17, focusing on resident tuition and fees. This Fee Book incorporates Summer Session rates with Academic Year rates. The Summary of Changes will only address Summer Session tuition rates when they vary from the Academic Year rates and Summer Session fee rates if they exceed Academic Year rates.

As part of the implementation of Senate Bill 242, passed in June 2011, each institution is required to establish a process which integrated student participation in the tuition-setting process in accordance with Board established guidelines (see page 28). All institutions noted compliance with these guidelines with most establishing separate Tuition Advisory Committees. Universities continue to develop and refine their respective processes.

As per ORS 351.063, as amended by SB 270 (2013), the Board may not increase the total amount of enrollment fees paid by undergraduate resident students by more than five percent annually unless the Board first receives approval from the Higher Education Coordinating Commission (HECC) or the Legislative Assembly.

Base tuition increases over 2015-16 rates:

- Undergraduate resident: Base: 2.65% (\$4/credit)
- Undergraduate resident: 2016 Promise: 5.23% (\$9/credit)
- Undergraduate nonresident: 2.99% (\$14/credit)
- Graduate resident: 3.13% (\$11/credit)
- Graduate nonresident: 3.04% (\$18/credit)

WOU continues to offer to incoming resident undergraduate freshmen and transfer students a one-time choice between WOU's base tuition rate and the WOU's fixed four-year tuition rate (WOU Promise). The base rate reflects a 2.65% increase over the 2015-16 base rate. The fixed rate Promise reflects a 5.23% increase over 2015 Promise rate. Students electing the Promise rate option will not be subject to increases for a four-year period.

As approved by student government, WOU Incidental Fees are proposed to increase by 4.28% (\$14 per term) and Health Center Fees by 3.15% (\$4 per term) for the academic year. New this year, the Student Health Building Fee is used to repay a \$1.9M loan from University reserves to be used in the construction of a new Student Health and Counseling Center building. \$1.9M shall be repaid over the course of 15 years at an interest rate not to exceed 4%. Summer term Incidental fee is increasing from the previous summer term rate by 9.92% (\$12 per term). Summer term Health Center Fee is consistent with academic year term.

TUITION & FEE SUMMARY TABLES

The following tables provide sample calculations and comparative information for base tuition and fees for fulltime attendance for WOU.

WOU also provide tuition a calculator for the purpose of estimating cost of attendance:

WOU www.wou.edu/admin/business/tuitioncalc/

Academic Year Tuition and Fee Calculation & Changes

The tables below compare full time (15 credits undergraduate tuition and fees per term for 2016-17 academic year with 2015-16 for resident and nonresident students.

Table 1 provides a comparison of the Total Tuition & Fees for Residents while Table 2 includes the same comparison data for nonresidents.

<u>Table 1</u>			
2016-17 AY Tuition & Fees - per term			
Undergraduate Resident			
Resident	Credit Load		
	15 Credits		
<u>Tuition</u>	\$ chg over Spring 2015		% chg
Resident -Base/Traditional	\$2,330	\$60	2.6%
Resident - Promise 2016	\$2,720	\$138	5.3%
<u>Fees</u>			
Building	\$45	\$0	0.0%
Incidental	\$341	\$14	4.3%
Rec Center Building	\$42	\$0	0.0%
Health & Counseling Building	\$11	\$11	New
Health Center	\$131	\$4	3.1%
Total Fees	\$570	\$29	5.4%
<u>Total Tuition & Fees</u>			
Resident -Base/Traditional	\$2,900	\$89	3.2%
Resident - Promise 2016	\$3,290	\$167	5.3%

<u>Table 2</u>			
2016-17 AY Tuition & Fees - per term			
Undergraduate Non-Resident			
Non-Resident	Credit Load		
	15 Credits		
<u>Tuition</u>	\$ chg over Spring 2015		% chg
Non-Resident	\$7,245	\$210	3.0%
<u>Fees</u>			
Building	\$45	\$0	0.0%
Incidental	\$341	\$14	4.3%
Rec Center Building	\$42	\$0	0.0%
Health & Counseling Building	\$11	\$11	New
Health Center	\$131	\$4	3.1%
Total Fees	\$570	\$29	5.4%
<u>Total Tuition & Fees</u>			
Non- Resident	\$7,815	\$239	3.2%

The tables below compare full time (12 credits) Graduate tuition and fees per term for 2016-17 academic year with 2015-16 for resident and nonresident students.

Table 3 provides a comparison of the Total Tuition & Fees for Residents while Table 4 includes the same comparison data for nonresidents.

Table 3			
2016-17 AY Tuition & Fees - per term			
Graduate Resident			
Resident	Credit Load		
	12 Credits		
<u>Tuition</u>	\$ chg over		
	Spring 2015	% chg	
Resident	\$4,356	\$132	3.1%
<u>Fees</u>			
Building	\$45	\$0	0.0%
Incidental	\$341	\$14	4.3%
Rec Center Building	\$42	\$0	0.0%
Health & Counseling Building	\$11	\$11	New
Health Center	\$131	\$4	3.1%
Total Fees	\$570	\$29	5.4%
<u>Total Tuition & Fees</u>			
Resident	\$4,926	\$161	3.4%
Table 4			
2016-17 AY Tuition & Fees - per term			
Graduate Non-Resident			
Non-Resident	Credit Load		
	12 Credits		
<u>Tuition</u>	\$ chg over		
	Spring 2015	% chg	
Non-Resident	\$7,320	\$216	3.0%
<u>Fees</u>			
Building	\$45	\$0	0.0%
Incidental	\$341	\$14	4.3%
Rec Center Building	\$42	\$0	0.0%
Health & Counseling Building	\$11	\$11	New
Health Center	\$131	\$4	3.1%
Total Fees	\$570	\$29	5.4%
<u>Total Tuition & Fees</u>			
Non-Resident	\$7,890	\$245	3.2%

Summer Session Tuition and Fee Calculation & Changes

The tables below compare full time (12 credits undergraduate tuition and fees per term for 2017 Summer Session with the prior 2016 and Academic Year 2016-17 for resident and non-resident.

Table 5 provides a comparison of the Total Tuition & Fees for Resident students while Table 6 illustrates the breakdown for nonresidents.

Table 5

Summer 2017 Tuition & Fees - per term
Undergraduate Resident

Resident	Credit Load		
	12 Credits		
<u>Tuition</u>	-	\$ chg over	
	-	Spring 2015	% chg
Resident -Base/Traditional	\$1,865	\$48	2.6%
Resident - Promise 2016	\$2,177	\$111	5.4%
<u>Fees</u>			
Building	\$34	\$0	0.0%
Incidental	\$133	\$12	9.9%
Rec Center Building	\$35	\$0	0.0%
Health & Counseling Building	\$11	\$11	New
Health Center	\$131	\$4	3.1%
Total Fees	\$344	\$27	8.5%
<u>Total Tuition & Fees</u>			
Resident -Base/Traditional	\$2,209	\$75	3.5%
Resident - Promise 2016	\$2,521	\$138	5.8%

Table 6

Summer 2017 Tuition & Fees - per term
Undergraduate Non-Resident

Non-Resident	Credit Load		
	12 Credits		
<u>Tuition</u>	-	\$ chg over	
	-	Spring 2015	% chg
Non-Resident	\$5,796	\$168	3.0%
<u>Fees</u>			
Building	\$34	\$0	0.0%
Incidental	\$133	\$12	9.9%
Rec Center Building	\$35	\$0	0.0%
Health & Counseling Building	\$11	\$11	New
Health Center	\$131	\$4	3.1%
Total Fees	\$344	\$27	8.5%
<u>Total Tuition & Fees</u>			
Non-Resident	\$6,140	\$195	3.3%

The tables below compare full time (9 credits) Graduate tuition and fees per term for 2017 Summer Session with 2016 Summer session and Academic Year 2016-17 for resident and nonresident students.

Table 7 provides a comparison of the Total Tuition & Fees for resident students while Table 8 illustrates the breakdown for nonresident students.

Table 7			
Summer 2017 Tuition & Fees - per term			
Graduate Resident			
Resident	Credit Load		
	9 Credits		
Tuition	\$ chg over		% chg
	Spring 2015		
Resident	\$3,267	\$99	3.1%
Fees			
Building	\$34	\$0	0.0%
Incidental	\$133	\$12	9.9%
Rec Center Building	\$35	\$0	0.0%
Health & Counseling Building	\$11	\$11	New
Health Center	\$131	\$4	3.1%
Total Fees	\$344	\$27	8.5%
Total Tuition & Fees			
Resident	\$3,611	\$126	3.6%
Table 8			
Summer 2017 Tuition & Fees - per term			
Graduate Non-Resident			
Non-Resident	Credit Load		
	9 Credits		
Tuition	\$ chg over		% chg
	Spring 2015		
Non-Resident	\$5,490	\$162	3.0%
Fees			
Building	\$34	\$0	0.0%
Incidental	\$133	\$12	9.9%
Rec Center Building	\$35	\$0	0.0%
Health & Counseling Building	\$11	\$11	New
Health Center	\$131	\$4	3.1%
Total Fees	\$344	\$27	8.5%
Total Tuition & Fees			
Non-Resident	\$5,834	\$189	3.3%

Tuition Structure and Assessment

Tuition rates for students admitted to academic programs are established via student classification (undergraduate, graduate, and doctoral), residency, and credit hours taken. Tuition revenue supports all facets of the University operations including the instructional and administrative costs of WOU and varies based on factors including class sizes, faculty salaries, specialized programs and equipment as well as facilities required to teach courses. Part-time students enrolling for a combination of undergraduate and graduate courses are assessed tuition using the rates for each respective classification and fees based on the undergraduate fee tables for total enrolled credits. Nonresident students pay a larger share of instructional costs than resident students when the market allows and, on average, cover the full cost of instruction. Nonresident rates should be competitive with those charged at peer institutions and be sensitive to the institutional nonresident enrollment trends and objectives.

There are three basic tuition and fee structures at WOU: the regular academic year, summer session, and continuing education/on-line programs. Under existing policy, each of the three tuition structures is separate, with its own unique rate setting process.

Academic Year:

- Charges assessed to students during the academic year are comprised of Tuition, Mandatory Enrollment Fees, One-time Fees, and Other Student Fees. The revenue generated by each component is dedicated to a specific purpose, independent of the other components. Enrollments during the academic year are usually referred to as “in-load” enrollments.

Summer Session:

- As with the academic year, tuition supports the direct instruction and administrative costs of each institution’s summer session programs. For summer session programs, tuition is aligned to the preceding academic year’s structure.

Continuing Education/On-Line:

- Continuing Education, Extended Programs, and most Distance Education courses fall within the category previously referred to as self-support. Continuing Education/On-Line courses are offered through special campus programs not generally available during the academic year or summer session. Tuition and fees for Continuing Education are assessed regardless of residency or course load. Rates are set at levels necessary to cover (at a minimum) the direct costs of providing the course plus an indirect cost recovery for administrative overhead costs. Tuition and fees are charged to participating students apart from enrollment fees paid for other courses. Matriculation fee is assessed when appropriate.

Student Residency

A resident student is one who fulfills Oregon residency requirements as established by OAR 580-010-0030 through 580-010-0047. Oregon residency is generally based on the following criteria: a person with a bona fide fixed and permanent physical presence established and maintained in Oregon of not less than 12 consecutive months immediately prior to the term for which residence status is requested. State funded graduate students who become Graduate Teaching or Research Assistants are automatically converted to resident status for fee purposes.

A nonresident student is one who does not meet Oregon residency requirements as specified in OAR 580-010-0031.

Fees

Fees fall into three distinct categories: Mandatory Enrollment Fees, One-time Fees, and Other Student Fees. At WOU, academic or administrative units begin the process for requesting a new fee or revising an existing fee by preparing a fee proposal and submitting it to the University administration for review and approval.

The fee requests must include information regarding the academic unit initiating the fee, fee designation or name, justification of need, amount, estimated revenues and expenditures, and expected implementation date. All fee proposals are thoroughly reviewed by University administration before being approved.

1. Mandatory Enrollment Fees

Mandatory enrollment fees include the Building, Health Service, Incidental, Recreation Center and Student Health Building Fees. Students enrolled under the part-time student fee policy are subject to these fees at a rate appropriate to the specific number of credit hours taken each term. Institutions have the option of assessing mandatory enrollment fees during the summer session at rates comparable to those assessed in the academic year.

Building Fee:

- The Building Fee is the same for all institutions. This fee is established by legislative statute ORS 351.170 and allows the universities to assess up to \$45 per student per term to finance debt service for construction associated with student centers, health centers, and recreational facilities constructed through the issuance of Article XI-F(1) bonds. The fee charge for summer session is approximately 75% percent of the academic year rate. For summer, the rate is \$34 per student. A pro rata fee is assessed on part-time students.

Incidental Fee:

- Incidental fee recommendations are made by the student incidental fee committee on campus. In some instances, the student committee recommendations are supported by general campus student referenda. Funds generated by incidental fees are used to fund student union operations, educational, cultural, and student government activities, and athletics. *Statutory Authority: ORS 351.070 (3)(d)*

The president of each institution reviews the student committee recommendation for establishing incidental fees for the subsequent year. Once approved, WOU President submits recommendation to the WOU Board of Trustees. Generally, there are fewer incidental fee supported activities during the summer term, resulting in lower rates than those assessed during the academic year.

Health Services Fee:

- This fee is used to support the institution's student health services, which are operated as an auxiliary enterprise on a self-sustaining basis.

Recreation Center and Student Health Building Fees:

- The Recreation Center and Student Health Building Fee is used to fund the construction and debt service of these student centers as the mandatory Building Fee assessed per term is not adequate to fund or operate projects of this scale.

2. One-time Fees

The Matriculation fee is an example of one-time fee charges to new or transfer students. These fees are one-time assessments and were developed to reduce the large number of enrollment-related fees for student orientation. The fees are also used to support academic programming for freshman interest groups and learning.

3. Other Student Fees

Fees for Instruction Related Services:

- Laboratory and Course Fees must be published in the institution's catalogue and/or time schedule of classes. Laboratory and Course Fees are limited to institutional sale to students of equipment, materials, or ancillary services consumed by the student as a part of course instruction where the equipment or material is not readily available for purchase through the bookstore or other external source.

Approval will not be given for Laboratory and Course Fees that constitute a charge for the use of institution owned equipment, specimens, software licenses, or other microcomputer application charges for goods or services, or other materials and supplies consumed in the instruction process, except for certain non-required physical education courses that involve use of non-state-owned facilities or expensive equipment.

Fees and Fines for Non-Instruction Related Services and Materials:

- The Board requires that the level of charges be sufficient to ensure recovery of the cost of providing the services and materials as well as to recover the indirect costs associated with these activities. These include charges for auxiliary services, e.g., housing, food services, student centers, parking, and bookstores; charges for facilities use; etc. Institutions also set the level of fines for violation of campus regulations, such as late fines for library books, parking fines, etc.

Application Fee

- Each institution may determine the amount of the application fee (up to \$100.00) and establish policies governing the conditions under which application fees will be required. Institutions may assess additional application fees for admission to selected programs or schools within their institution. In instances where an application is received without the Application Fee, request will be made for the Application Fee, and the fee must be received before the application will be evaluated. Application Fees are not refundable.

Application Fee Deferral Program

- Institutional executives may, upon request, defer the Application Fee for first-time freshmen or transfer students who, at the time of application, are either eligible for or participate in any of the following:
 - 1) Free or reduced school lunch program;
 - 2) TRIO-type college preparatory programs (e.g., Upward Bound, Talent Search, EOC, HEP);
 - 3) State of Oregon or U.S. public assistance; and/or
 - 4) College Board fee waiver

5) Foster Youth Tuition and Fee Waiver

To request an online application for Application Fee deferral, go to the following web address located at: <http://www.wou.edu/admissions/files/2015/11/2015-16-Fee-Deferral1.pdf>. The student must complete the deferral form and have it signed by a school official (high school counselor), special program official, or University official, and submit it at the time of application. Application fees deferred under this provision become payable upon the student's enrollment and receipt of financial aid funds. If a student does not complete the application process or does not enroll, the Application Fee is canceled. Students residing outside the United States at the time of their application must prove to the satisfaction of institutional officials that they would meet comparable eligibility guidelines in their country of residence.

Post baccalaureate, Non-graduate Student Classification

A holder of an accredited baccalaureate degree who has not been admitted to a graduate degree program and who submits an official application for admission to pursue a second baccalaureate degree or enroll in course work not to be used for graduate credit is called a *post baccalaureate, non-graduate student* and is assessed tuition at undergraduate rates.

Baccalaureate degree holders who are admitted to post baccalaureate, non-graduate status at undergraduate tuition rates are precluded from claiming graduate credits for graduate courses taken while in this status. However, individual institutions may allow the reservation of not more than six of their graduate credits per term to apply in their institution's graduate programs. Graduate credits reserved in combination as an undergraduate and post baccalaureate, non-graduate cannot exceed 15 credits. Baccalaureate degree holders who are not admitted to post baccalaureate, non-graduate status will be assessed graduate tuition rates.

Students who are admitted to an advanced degree program may convert to post baccalaureate, non-graduate student status only if the graduate degree has been awarded, if a student has been dropped from the degree program by the institution, or upon a request approved by the dean of the Graduate School for voluntary relinquishment of graduate status.

Students in the education programs who are admitted to the 45-hour standard norm certificate program are not eligible for the post baccalaureate, non-graduate student status. Graduate tuition rates are applicable whether or not students in the program seek graduate credit.

Reduced Tuition Policies

WOU's commitment to 40-40-20 is achieved through an array of innovative reduced tuition programs and policies. These programs and policies promote the goals of providing accessibility to higher education by assuring college is affordable and relevant to the realities of today's student population.

Approved Programmatic Student Financial Aid Programs

Student financial aid programs are funded through institutional resources. The policies governing each program specify the extent to which the enrollment fees are to be reduced. The combined total aid for a student may not exceed the total enrollment fees for that student.

Western Oregon University's student financial aid offerings are comprised of programs similar to others offered across the country (often referred to as "fee waivers", "tuition discounts" or "tuition remissions") enhanced by innovative initiatives specific to the state of Oregon. The objective of programmatic student aid programs is to provide financial incentives for certain student groups to enroll. As an enrollment management tool, programmatic student aid allows an institution to target specific campus enrollment goals including

recruitment of needy or meritorious students, international students, athletes, and other student populations. The following are summaries of WOU student financial assistance programs:

Diversity Programs

a. WOU Educational Diversity Initiative

Criteria: This program is open to all students, resident or nonresident, undergraduate or graduate. Under the guidelines approved, each campus may have a program of its own design and may describe the program in the manner it wishes. Similarly, the program may consider different factors in making awards and may offer one or more tuition and fee remission programs as long as it maintains its commitment to diversity. Under these guidelines, campuses may consider different factors in support of their educational mission.

Awards: Rather than a prescribed allocation of funds for educational diversity fee remissions, each institution has the discretion to determine the remittance amount and allocation schedule. Campuses may make partial or full waivers based on need or to expand the number of students who receive at least some funding support. Awards are not transferable. Students may not take a tuition remission with them if they move to another public university, but will be evaluated based on the receiving school's educational diversity needs.

International Cultural Service Program

a. International Fee Remission Program

Criteria: This program is for undergraduate or graduate students with foreign student status.

Awards: Awards may vary in amount but cannot exceed the total nonresident undergraduate or graduate Enrollment Fees (Tuition, Building, Incidental, and Health Service Fees). However, the institution has the option to remit these fees if they see fit.

b. Cultural Service Program

Criteria: This program is for undergraduate or graduate students with foreign student status who: are competitively selected on the basis of academically meritorious achievement; and fulfill the community service requirements of the program while receiving the award.

Awards: Awards may vary in amount but cannot exceed the total nonresident undergraduate or graduate Enrollment Fees (Tuition and Mandatory Enrollment Fees). Remission of Mandatory Enrollment Fees is at the institution's option.

International Exchanges

a. International Oregon University Exchange Program

Criteria: This program is for students who are attending an Oregon public university as a part of an approved state-wide exchange program.

Awards: Awards may consist of remission of all or some of the Enrollment Fees, depending upon the reciprocal agreement under which the student is enrolled.

b. International Institution Exchange Program

Criteria: This program is for students who are attending an Oregon public university as a part of a Board-approved institution exchange program.

Awards: Awards may consist of remission of all or some of the Enrollment Fees, depending upon the reciprocal agreement under which the student is enrolled.

Contract and Grant

a. Contract and Grant: Academic Year

Criteria: This provision is for students who participate in specific courses or programs during the academic year funded by grant or contract with an outside agency or firm.

Awards: Awards are generally for remission of Tuition only, depending upon agreement with the granting agency.

b. Contract and Grant: Summer Session

Criteria: This provision is for students who participate in specific courses or programs during the summer session funded by grant or contract with an outside agency or firm.

Awards: Awards are generally for remission of Tuition only, depending upon agreement with the granting agency.

WOU Supplemental Tuition Grant

Criteria: The WOU Supplemental Tuition Grant is a need-based tuition grant program available to qualified Oregon resident students.

Awards: These supplemental tuition grants may vary at institutional discretion but may not exceed the total Tuition assessed for the regular academic year.

VOYAGER Fee Remission

The Voyager Tuition Assistance Program (Voyager) was implemented in the Fall of 2005 in response to a direct gubernatorial request and is intended for National Guard and Reservists who have been in an area of hostility since September 2011 (9/11).

Criteria: The VOYAGER fee remission is for Oregon residents (OAR 580-010-0030 to -0045) who are members of the National Guard or Reserves and were deployed in an area of military combat since September 11, 2001. This fee remission is for full-time students pursuing their initial bachelor's degree. Students must submit a Free Application for Federal Student Assistance (FAFSA) annually and continue to maintain satisfactory academic progress to maintain eligibility.

Awards: Award is the difference between the National Guard and Reserves tuition benefit of \$4,500 and total enrollment fees. Students are responsible for securing the National Guard or Reserves tuition benefit. Duration of the VOYAGER award is four years excepting those five-year degree programs as documented in the campus general catalogs. Students may not earn more than 15 credits above the minimum number of credits required by the degree to maintain eligibility.

Veteran's Dependent Tuition Waiver

Criteria: The Veteran's Dependent tuition waiver is for qualified students accepted into a baccalaureate or master's degree program at a public university.

A qualified student is a child (includes adopted child or stepchild), spouse, or an un-remarried surviving spouse of a service member or a child of a Purple Heart recipient.

The service member is one who:

- Died on active duty;
- Has a 100% total and permanent service-connected disability rating as certified by the United States Department of Veterans Affairs; or

- Died as a result of a military service-connected disability.

The Purple Heart recipient is a person, alive or deceased, who:

- Was relieved or discharged from service in the Armed Forces of the United States with either an honorable discharge or a general discharge under honorable conditions; and
- Was awarded the Purple Heart in 2001 or thereafter for wounds received in combat.

An eligible child must be 23 years of age or younger at the time the child applies for the waiver. A child who is older than 23 years of age is eligible for a waiver for a master's degree program if the child:

- 1) Applied for and received a waiver for a baccalaureate degree when the child was 23 years of age or younger; and
- 2) Applied for a master's program waiver within 12 months of receiving a baccalaureate degree.

The qualifying new, transfer, or community college co-enrolled student must meet Oregon residency requirements as stipulated within OAR 580-010-0030 through 580-010-0045, which generally describes an Oregon resident as a person with a bona fide fixed and permanent physical presence established and maintained in Oregon of not less than 12 consecutive months immediately prior to the term of entry.

Awards: The award may be granted for credit hours for courses that are offered at an eligible post-secondary institution. The award does not cover other mandatory enrollment and course specific fees. The maximum waiver granted under this remission program shall be:

- 1) The total number of attempted credit hours equal to four years of full-time attendance for a baccalaureate degree; and
- 2) The total number of attempted credit hours equal to two years of full-time attendance for a master's degree.

Notwithstanding sections 1 and 2 of this paragraph, a waiver may not exceed the total number of credit hours the qualified student needs to graduate with a baccalaureate or a master's degree. Transferred credit hours accepted for a degree program may or may not count toward the total credit hours needed for degree completion.

The amount of tuition waived may be reduced by the amount of any federal aid scholarships or grants, awards from the Oregon Opportunity Grant program established under ORS 348.205, or any other aid from the eligible post-secondary institution, received by the qualified student.

The amount of tuition waived may not be reduced by the amount of any Survivors' and Dependents' Educational Assistance under 38 U.S.C. Chapter 35 paid to a qualified student.

Awards to children of Purple Heart recipients apply only to students admitted as new but not continuing for Fall 2013 or thereafter.

Statutory Authority: ORS 351.656 Waiver of tuition for family members of deceased veterans; limits on waiver; conditions

Nonresident Veteran Fee Remission

As required by Law, every public university shall participate to the fullest extent allowed in the federal educational assistance programs under the Supplemental Appropriations Act of 2008 (e.g., Post 9/11 G.I. Bill and its component Yellow Ribbon Program), so as to reduce the overall tuition rate for students eligible under this policy.

Criteria: The Nonresident Veteran Fee Remission is a tuition and fee reduction for qualified students who are attending classes as an admitted undergraduate or graduate at a public university, and who meet one of the following sets of criteria:

- 1) Is not an Oregon resident and:
 - a. Served in the Armed Forces of the United States;
 - b. Was relieved or discharged from that service with either an honorable discharge or a general discharge under honorable conditions as shown on an original or certified copy of the student's DD-214; and
 - c. Provides proof that the student has established a physical presence in Oregon within 12 months of being enrolled at one of the public universities.

OR

- 2) Was a resident of Oregon who left the state within the previous five years in order to serve, and who subsequently served, in the Armed Forces of the United States or in an international position with the state, federal government or a humanitarian aid organization.

OR

- 3) Was a resident of Oregon who left the state more than five years ago in order to serve, and who subsequently served, in the Armed Forces of the United States or in an international position with the state, federal government or a humanitarian aid organization and never established residence in another state.

Award: Qualified **undergraduate** students who meet criteria 1 and are admitted for enrollment for an academic term prior to Fall 2013 are charged tuition and fees no greater than the resident rate, plus 50 percent of the difference between the resident tuition and fee total and the nonresident tuition and fee total with the following listed qualifications; students admitted as new but not continuing undergraduate students for the Fall 2013 term or later are charged tuition and fees no greater than the resident rate with the following listed qualifications:

Qualified **graduate** students who meet criteria 1 and are admitted for enrollment for an academic term prior to Fall 2014 are charged tuition and fees no greater than non-resident tuition and fee total with the listed qualifications; students admitted as new but not continuing graduate students for the Fall 2014 term or later are charged tuition and fees no greater than the resident rate with the following listed qualifications:

Qualified **undergraduate or graduate** students who meet criteria 2 or 3 and are admitted as new but not continuing students for the Fall 2015 term or later are charged tuition and fees no greater than the resident rate with the following listed qualifications:

- A student who served in the Armed Forces of the United States or in an international position with the state, federal government or a humanitarian aid organization *and* who receives federal tuition benefits in excess of the tuition and fees charged under this policy shall pay tuition and fees equal to the federal tuition benefits received.
- Distance education and self-support courses as identified by each public university are excluded from this discount.
- If a nonresident student is otherwise eligible for tuition benefits under this discount and receiving federal vocational rehabilitation education benefits, that student shall pay full nonresident tuition and fees charged by the enrolling public university.

Foster Youth Tuition Waiver

The Foster Youth Tuition and Fee Waiver originated with the passage of House Bill 3471 in the 2011 Regular Session of the Oregon Legislative Assembly and is intended to “increase access to higher education for current and former foster children by providing a Tuition and Fee Waiver” to minimize the amount of tuition absorbed by the student. It was further amended by HB 2095 in the 2013 Regular Session to align the definition of “former foster youth” with the federal standard.

Criteria : The Foster Youth Tuition and Fee Waiver is open to qualified current and former foster children enrolled as undergraduate students in an institution of higher education in Oregon for the purposes of pursuing an initial undergraduate degree (as evidenced by admission into an undergraduate degree program). This program waives tuition and fees for current and former foster youth who enroll prior to reaching 25 years of age until the student receives “the equivalent of four years of undergraduate education.”

To qualify for the program, the student must:

1. Have spent at least 180 days in substitute care after age 14, was not dismissed from care prior to reaching 16 years of age and either left foster care (had ward ship terminated) or completed high school/GED within the previous 3 years; and
2. Be admitted to an undergraduate degree program and enroll prior to reaching 25 years of age; and
3. Submit a completed FAFSA (Free Application for Federal Student Aid) for each academic year they are eligible for the program; and
4. For years after the first academic year at an institution of higher education, have completed a minimum of 30 volunteer service hours in the previous academic year performing community service activities such as mentoring foster youth or assisting in the provision of peer support service activities, according to policies developed by the institution of higher education at which the current or former foster child is enrolled.

Awards:

1. A qualified student for The Foster Youth Tuition and Fee Waiver is entitled to waiver of tuition and fees as noted below:
 - Tuition for academic credit courses (at base or differential rates depending upon program to which student is admitted) but not for noncredit courses.
 - Mandatory enrollment fees: building, incidental, health service, recreation center, or other mandatory fees that may be added from time to time.
 - One-time fees: matriculation.
 - Fees required for instruction related services such as lab or course fees that are assessed upon registration for a particular course.
 - The waiver excludes all fees and fines for non-instruction related services and materials such as residence hall room and board, dining services, parking fees and fines, library fines, etc. In addition, text books and other course materials not assessed as part of a course fee are also excluded. Fees considered as “pass through” fees, paid to an outside provider, are exempt from the Tuition and Fee Waiver.

2. Eligible students may receive the Foster Youth Tuition and Fee Waiver for up to 12 terms of full-time study or the equivalent. Attendance at less than full-time will be prorated accordingly.
3. If a student meets all other criteria for eligibility, but does not require the Foster Youth Tuition and Fee Waiver, the student shall remain eligible until the student receives the equivalent of 4 years of undergraduate education.
4. As noted previously, to be considered eligible for this program, the student must complete and submit a FAFSA for each academic year they are eligible for the program. Awards made under The Foster Youth Tuition and Fee Waiver shall be applied after the following:
 - Any federal Pell or Supplemental Educational Opportunity Grants (SEOG)
 - Oregon Opportunity Grant established under ORS 384.205
 - Any other gift, grant or scholarship received from the institution of higher education which may be applied to the tuition and fees covered under this program.
5. For purposes of this program, non-tuition scholarships from sources outside of the University, which pass through either OSAC or the institution, are not included in the calculation of the tuition and fee waiver award amount.

Definition of Terms: For purposes of this waiver, the following terms are defined as follows:

- A “former foster child” is defined as an individual who, for a total of six or more months while between 14 and 21 years of age, was: (a) A ward of the court pursuant to ORS 419B.100(1)(b) to (e) and in the legal custody of the Oregon Department of Human Services (or one of the nine federally recognized Tribes in Oregon) for out-of-home placement and not dismissed from care before reaching 16 years of age; or (b) An Indian child subject to the Indian Child Welfare Act (25 U.S.C. 1901 et seq.), under the jurisdiction of a tribal court for out-of-home placement and not dismissed from care before reaching 16 years of age.
- The “equivalent of four years of undergraduate education” and “equivalent of four academic years” is defined as up to 12 terms of full time study or the equivalent. Attendance at less than full-time will be prorated, accordingly.

Statutory Authority: ORS 351.293 Tuition waiver for foster child

Other Reduced Tuition Policies

Western Undergraduate Exchange

Tuition for students admitted under the Western Undergraduate Exchange (WUE) program is assessed at 150% of the prevailing resident undergraduate tuition rate.

The WUE program allows first-time enrolling, nonresident undergraduate students from participating states to pay 150% of resident tuition when enrolled in selected programs at Oregon Public Universities. Students participating in this program must maintain enrollment in these designated programs to retain qualification. The time spent as a WUE student cannot apply toward residency status. Students previously or currently enrolled in Oregon Public Universities are not eligible for this program. The institutions are not obligated to notify prospective, admitted, or enrolled students who are eligible for this program. Institutions that implement this program must report WUE enrollment as directed, and validate WUE students quarter to quarter. Consistent with the policy of nonresident students covering the full cost of instruction, institutions participating in the WUE should carefully consider whether high demand programs should be eligible for the reduced rates.

Tuition Equity

In keeping with Oregon's commitment to creating innovative programs that make college more affordable and more relevant to the realities of today's workforce and economy, the 2013 Oregon Legislature passed the Tuition Equity Act.

The Tuition Equity Act, as outlined in House Bill 2787 (2013), became law on April 2, 2013, and exempts the following students from paying nonresident tuition and fees for enrollment in Oregon's public universities:

- 1) Students who are not citizens or lawful permanent residents of the United States provided the student:
 - a. During each of the three years immediately prior to receiving a high school diploma or leaving school before receiving a high school diploma, attended an elementary or a secondary school in Oregon;
 - b. During each of the five years immediately prior to receiving a high school diploma or leaving school before receiving a high school diploma, attended an elementary or a secondary school in any state or territory of the United States, the District of Columbia, or the Commonwealth of Puerto Rico;
 - c. No more than three years before initially enrolling in a public university listed in ORS 352.002 (EOU, Oregon Tech, OSU, PSU, SOU, UO, and WOU), received a high school diploma from a high school in this state or received the equivalent of a high school diploma (such as a GED); and
 - d. Shows intention to become a citizen or a lawful permanent resident of the United States by submitting to the public university the student attends or plans to attend:
 - i. An official copy of the student's application to register with a federal immigration program or federal deportation deferral program or a statement of intent that the student will seek to obtain citizenship as permitted under federal law; and
 - ii. An affidavit stating that the student has applied for a federal individual taxpayer identification number or other official federal identification document.
- 2) Students who are financially dependent upon a person who is not a citizen or a lawful permanent resident of the United States if the student:
 - a. During each of the three years immediately prior to receiving a high school diploma or leaving school before receiving a high school diploma, attended an elementary or a secondary school in this state and resided in this state with the person upon whom the student is dependent;
 - b. During each of the five years immediately prior to receiving a high school diploma or leaving school before receiving a high school diploma, attended an elementary or a secondary school in any state or territory of the United States, the District of Columbia, or the Commonwealth of Puerto Rico and resided with the person upon whom the student is dependent;
 - c. No more than three years before initially enrolling in a public university listed in ORS 352.002 (EOU, Oregon Tech, OSU, PSU, SOU, UO, and WOU), received a high school diploma from a secondary school in this state or received the equivalent of a high school diploma; and
 - d. For a student who is not already a citizen or lawful permanent resident of the United States, shows intention to become a citizen or a lawful permanent resident of the United States by submitting to the public university the student attends or plans to attend:

- i. An official copy of the student's application to register with a federal immigration program or federal deportation deferral program or a statement of intent that the student will seek to obtain citizenship as permitted under federal law; and
- ii. An affidavit stating that the student has applied for a federal individual taxpayer identification number or other official federal identification document.

A student will continue to qualify for exemption from nonresident tuition and fees (e.g., be able to pay in-state tuition rates) under subsection (1) or (2) above for five years after initial enrollment.

A student who is a citizen or a lawful permanent resident of the United States and who has resided outside of Oregon for more than three years while serving in the Armed Forces of the United States, but who otherwise meets the requirements of subsection (1) or (2) above, shall qualify for exemption from nonresident tuition and fees for enrollment in a public university listed in ORS 352.002 without having to reestablish residency in Oregon.

Reduced Tuition Benefit for Academic and Classified Employees

The academic term rate for employees is 30% of resident undergraduate tuition assessed at the teaching institution, rounded to the nearest dollar. For campuses where an undergraduate differential tuition structure is in effect, the staff fee rate will be charged at the "regular" (not differential) resident undergraduate tuition rate for both undergraduate and graduate student employees.

Charges for Building, Health Service, Recreation, Student Union, and Incidental Fees do not apply; nor are employees entitled to health services or incidental fee services through this program. No Application Fee will be required for employees and no breakage or other deposit is required when registering for classes. Other fees such as lab or course fees are assessed at the full rate and no discount is provided.

Staff fees are not applicable to certain courses. For a complete reference list of excluded programs, please go to <http://www.wou.edu/hr/benefits/stafftuitiondiscount/>. Excluded programs are determined at the discretion of the institution's president and the notice of exclusion must be filed with the institution's Registrars' office prior to the first day of registration for a term.

1. On approval of the president or designee of the teaching institution and with the concurrence of the employee's immediate supervisor, the staff fee is available to employees appointed at half-time (.5 FTE) or more (not including temporary classified employees or other student employees).
2. To qualify for this fee, the staff member must meet the criteria no later than the first day of classes of the term of enrollment. The maximum number of credits to which the staff fee may be applied is 12 credits per quarter or per semester. See exception for retired employees and employees on leave, Section (d) of OAR 580-022-0030.
3. Employees enrolled for more than 12 credits in one term will pay for each additional credit at the campus designated per credit tuition rate applicable to resident undergraduate or graduate students, depending upon the employee's degree status.
4. For purposes of this rule, the term "employee" may include persons with full-time courtesy appointments who provide a benefit to the institution in the form of teaching, research, or counseling, under the direction of the institution and using the facilities of the institution.
5. Retired employees and employees on leave are eligible for staff fee privileges. Subject to the approval of the president or designee of the teaching institution, the maximum credit limitation may be waived for retired employees and for employees on leave. See exception under Senior Citizen Tuition.

6. Employees who use the staff fee for courses away from their home institution are subject to staff fee policies and procedures of the instructing institution. *There is no fee plateau at any campus for employees, family and dependents, or retired staff.*
7. Employees may be permitted to take *noncredit* courses at *one-third* of the fee assessed to other registrants. Teaching units are not required to extend staff fees for noncredit courses, self-sustaining workshops, or self-support credit courses.
8. Employees on furlough or lay-off status may be eligible for staff fees in accordance with provisions of a collective bargaining agreement.
9. No tuition shall be assessed to courses enrolled in by employees with a grading option of 'audit.' Attendance under such condition must be with the instructor's consent and on a space-available basis. Institutions are required to maintain a record of the courses audited. Courses approved for audit by the instructor confer no credit to the student, are not charged staff fee rates or regular tuition, and may be used in addition to staff fee privileges during a term. However, any applicable course, lab or material fees associated with auditing for-credit classes will be assessed by the institution and is the responsibility of the employee. This provision cannot be subdivided in conjunction with the Employee Family Member and Domestic Partner Transfer provisions.
10. The benefit may be used at any Oregon public university.

Administrative Authority: OAR 580-022-0030 Staff Fee Privileges

Reduced Tuition Benefit for Family Members and Domestic Partners of Employees

To improve the recruitment and retention of high quality faculty and staff at Oregon's public universities, the staff fee policy is extended to qualified family members, eligible dependents, as well as domestic partners and their eligible dependents on a limited basis.

The academic term rate for family members is 30% of resident undergraduate tuition assessed at the teaching institution, rounded to the nearest dollar. For campuses where an undergraduate differential tuition structure is in effect, the staff fee rate will be charged at the "regular" (not differential) resident undergraduate tuition rate for both undergraduate and graduate student employees.

Qualified family members including spouse, domestic partners, and dependents receiving the transferred benefit are responsible for all mandatory enrollment fees such as Building, Health, Recreation, Student Union, Incidental, Matriculation, and Other fees (Laboratory/Course Fees, Late fees, and Registration fees), if applicable. Breakage and/or other mandatory application deposits are required of the participating family member to register for classes.

Staff fees are not applicable to certain courses. For a complete reference list of excluded programs, please go to <http://www.wou.edu/hr/benefits/stafftuitiondiscount/>. Excluded programs are determined at the discretion of the institution's president and the notice of exclusion must be filed with the institution's Registrars' office prior to the first day of registration for a term.

1. The staff fee provisions may be transferred to a qualified family member or domestic partner of employees appointed at half-time (.5 FTE) or more (not including temporary classified employees, graduate assistants, or other student employees). Employee eligibility is verified through Human Resource System records. To qualify for this fee, the family member, domestic partner, or eligible dependent must meet the criteria no later than two weeks prior to the first day of classes of the term of enrollment.
2. For purposes of this policy, the eligible family members include spouse, domestic partner, dependent children, and dependent children of domestic partners in accordance with IRS Code 152 and

Section One of the Public Employees Benefit Board. If requested to do so, the employee is expected to verify family member or domestic partner eligibility by providing documented proof such as a tax return from the prior year.

3. The maximum number of transferrable credits is 12 credits per quarter or per semester. Only one staff member, spouse, domestic partner, or dependent may use the staff fee benefit per term or semester. The benefit may not be subdivided among family members during a term.
4. The qualified family member or domestic partner enrolled for more than 12 credits in one term must pay for *additional credits* at the per credit tuition rate applicable to resident undergraduate or graduate students, depending upon the family member's or domestic partner's degree status. All applicable credits will be charged at the relevant resident tuition rate.
5. The President of a public university may exclude certain programs from the policy. For a comprehensive list of excluded programs please visit the website for the Office of Human Resources.
6. The transfer of staff fee benefits is not available for retired employees.
7. Qualified family members or domestic partners of employees who use the staff fee for courses away from the employee's employing institution are subject to staff fee policies and procedures of the instructing institution. *There is no fee plateau at any campus for employees, retired staff, domestic partners, or eligible dependents.*
8. Qualified family members or domestic partners of employees may be permitted to take noncredit courses at approximately one-third of the fee assessed to other registrants. Teaching units are not required to extend staff fees for noncredit courses, self-sustaining workshops, or self-supported credit courses.
9. Eligibility of employees on furlough or lay-off status is subject to applicable collective bargaining agreements.
10. No tuition shall be assessed to courses enrolled in by employees with a grading option of 'audit.' Attendance under such condition must be with the instructor's consent and on a space-available basis. Institutions are required to maintain a record of the courses audited. Courses approved for audit by the instructor confer no credit to the student, are not charged staff fee rates or regular tuition, and may be used in addition to staff fee privileges during a term. Any applicable course, lab or material fees associated with auditing for-credit classes will be assessed by the institution and is the responsibility of the family member. This provision cannot be subdivided in conjunction with the Employee Family Member and Domestic Partner Transfer provisions.
11. The benefit may be utilized at any public university in Oregon, however; please note the *Concurrent Enrollment policy was eliminated January 1, 2004.*

Administrative Authority: OAR 580-022-0031 Transfer of Staff Fee Privileges

Graduate Assistants

Graduate students appointed by the institution and paid at established institutional salary rates as graduate teaching assistants, graduate research assistants, or graduate fellows are exempt from the payment of Tuition up to the first 16 credits per term subject to institutional policy. Appointment as an assistant may not be for less than .15 FTE for the term of appointment.

The Tuition will be assessed to the employing account or department within the institution, not to exceed the graduate resident, full-time student Tuition per term. When an assistant is authorized to exceed 16 credits per term, the institution shall charge the assistant the resident overload Tuition for the excess credits. The enrollment privilege does not apply to self-support courses.

If an assistant has been on an academic year appointment, serving in that appointment SPRING term, and the institution intends to reappoint the assistant in the following WINTER & SPRING TERMS, the assistant may exercise the study privilege during the interim summer term upon approval of the institution.

Graduate assistants are assessed and are individually responsible for payment of the Building, Health, Incidental, Recreation Center, Student Union, and other mandatory fees as approved for the institution and program in which they are enrolled at the credit hour level carried, and at rates applicable to graduate students. Overload Tuition is assessed at the resident graduate student Tuition rate for each overload hour.

Administrative Authority: OAR 580-022-0030 Staff Fee Privileges

Resident Oregon Senior Citizen Program

The Senior Citizen Program is designed for persons not seeking credit or working toward a degree. If credit is sought, charges for special materials or fees, if any, will be assessed according to applicable tuition schedules and records will be maintained. Self-support classes are excluded from this benefit and Incidental Fee services are not available. Oregon resident senior citizens, age 65 or older, may attend classes on a space-available basis.

Statutory Authority: ORS 351.658 Waiver of tuition for Oregon residents at least 65; conditions for waiver; rules

Auditors

Students enrolled in a combination of credit and audit courses or audit only will be assessed for the total credits under the credit tuition and fee schedule appropriate to their classification and residency.

University/School Partnership Co-Pay Program

School districts having contracts with a public university to supervise educator professionals preparing for Oregon licensure may exercise these provisions.

Earning the Co-Pay

For each permissible activity provided under contract with a cooperating district (see 'a' and 'b' below), a district earns a co-pay privilege to register any licensed educational professional employed by the district at the public university co-pay fee rate. The rate should be one-third of the tuition charged for the course. Institutions with current contractual obligations may elect to defer compliance of the rate until expiration of the existing contract.

A "co-pay privilege" allows one individual to register for up to 8 quarter credit hours in the term it is used. The total reduced fee credits awarded for practica and student teaching may not exceed 11 in a year, per each university student provided services by the district.

- a. Supervised full-time student teaching: Co-pay privileges of 5 credit hours may be awarded for supervision of the final full-time student teaching per quarter. Student teaching is the culminating, full-time supervised teaching experience provided for students completing a program approved by the Teacher Standards and Practices Commission, leading to Initial Licensure in one or more of four authorizations: Early Childhood, Elementary, Middle, and High School; and specialty endorsements.
- b. Experiential preparatory practica or part-time student teaching: Co-pay privileges of 3 credit hours may be awarded for supervision of students in experiential preparatory practica or part-time student teaching per academic quarter. These are practica assigned to or required of the student prior to or concurrent with student teaching and block practica and/or other miscellaneous practica offered by

colleges and divisions of education for students completing a program approved by the Teacher Standards and Practices Commission, leading to Initial Licensure in one or more of four authorizations: Early Childhood, Elementary, Middle, and High School; and specialty endorsements.

Redeeming Reduced Fee Credits

- c. Earned co-pay privileges must be used by a licensed educator professional employed by the school district within five successive academic quarters (including summer session) following the quarter in which the supervision is provided, after which time the co-pay privilege is void.
- d. The co-pay fee is applicable only up to 8 credit hours in any academic quarter for any one licensed educator professional, including summer session, even though the district may have earned two or more enrollment privileges, or if the licensed educator professional using the privilege enrolls for fewer than 8 credits.

Unused portions of an enrollment privilege may not be carried to another term or used by another teacher.

- e. A co-pay privilege may be used during any academic term (including summer session) at the issuing institution, which has a teacher preparation program. Institutions may enter into “partnerships of trade” with any sister institution if they are willing to accept vouchers from other institutions.
- f. Each institution may set limits on courses available for those redeeming vouchers/co-pays (for example, courses in summer session, distance education, continuing licensure, continuing/extended education). Each institution will indicate on the voucher the existence of restrictions.
- g. The co-pay privilege may also be redeemed by an administrator, counselor, or other licensed educator professional in a cooperating district.
- h. Institutions with current contractual obligations may elect to defer compliance of the rate until the expiration of the existing contract.

Other Provisions

- i. If a licensed educator professional using a co-pay privilege registers for 8 hours or fewer and desires the in-residence services provided by the Health Service and Incidental Fee, the licensed educator professional may elect those services by paying the appropriate fee for the number of hours enrolled. If the licensed educator professional using the co-pay privilege registers for more than 8 credit hours, the first 8 hours may be taken at the institution’s co-pay rate. Hours in excess of 8 shall be at the appropriate credit hour rate (graduate or undergraduate, resident or nonresident) and the institution shall charge all Enrollment Fees applicable to the total number of hours for which the licensed educator professional is registering.
- j. Each institution may, at its discretion, extend to the eligible district licensed educator professional other privileges such as use of the institution library, access to campus parking, and admission to campus events at faculty and staff rates, provided that such extended privileges do not exceed the benefits made available to the faculty and staff of the institution.

Other Remission Programs

Institutions may create individual institution fee remission programs to address enrollment management and financial aid program needs. The institution will report to the Board on the creation of each program following guidelines approved by the WOU Board of Trustees.

Awards: Awards may vary in amount but cannot exceed the total nonresident undergraduate or graduate Enrollment Fees (Tuition, Building, Incidental, Recreation Center Building Fee, Student Health Building Fee and Health Service Fees).

Fee Policies Specific to Summer Session

1. Tuition rates may be assessed based on undergraduate and graduate course designation or student classification.
2. Course level designations are generally defined as follows:
 - a. Course numbers assigned 499 and below are assigned undergraduate fee rates.
 - b. Course numbers assigned 500 and higher are assigned graduate fee rates.
3. Tuition may be assessed on a per-credit hour basis or aligned to the preceding academic year structure.
5. Staff, qualifying family/dependents, and graduate assistant fee privileges may be authorized during the Summer Session at the option of the institution. If authorized, fees and study privileges shall conform to policies set forth in this Fee Book. Staff members or qualifying family/dependents who seek to use the staff fee privilege for courses away from their home institution are subject to corresponding fee policies of the instructing institution.
6. Cooperating supervisors of Oregon Student Educator Professionals will be allowed to exercise contract provisions in accordance with policies set forth in this fee book. The program title is University/School Partnership Co-Pay Program.
7. Fees may be assessed during Summer Session under policies set forth in this fee book.
8. The Building Fee is assessed at \$34.00 per student as a mandatory charge to all students attending Summer Session classes, on-campus.
9. The Incidental Fee is based on recommendations and incidental fee guidelines of each institution. Summer fee rates cannot exceed the per-term amount charged during the previous academic year. The University may choose to extend incidental fee services to students not enrolled for Summer Session, under the following conditions:
 - a. A student had been enrolled in the prior academic year term and is expected to enroll in the subsequent academic year term; and
 - b. The student pays the Summer Session Incidental Fee.
11. The Health Service Fee is authorized by the WOU Board of Trustees based on institutional recommendations for the level of service to be provided during the summer. Summer fee rates cannot exceed the per term amount charged during the prior academic year. Institutions may choose to extend health services to students not enrolled for Summer Session, under the following conditions:
 - a. A student had been enrolled in the prior academic year term and is expected to enroll in the subsequent academic year term; and
 - b. The student pays the Summer Session Health Services Fee.
12. Off-campus tuition rates may be established by each institution for summer courses taught outside the campus boundaries. Mandatory fees are generally excluded from off-campus tuition rates but may be assessed when the course enrollment includes the opportunity for participation in services provided by such fees.

Special on-campus tuition rates may be established by the institution for specific short-term, on-

campus instructional activities including workshops, seminars, conferences, and short courses. These activities require payment of the Building Fee. Other Mandatory Fees are assessed only if students may participate in the services provided by such fees.

13. A student enrolled in a combination of credit and audit courses will be assessed for the total hours under the tuition and fee schedule appropriate to that individual's course or student level. If enrolled for audit courses only, the student will pay the same required fees as assessed for similar hours of for-credit classes.
14. The summer refund policy for course load reduction or withdrawal may follow the rule adopted in the preceding academic year fee book or a rule adopted by the institution. The intent of this option is to provide an opportunity for institutions to apply policies better suited to management of summer programs.

Refunds, Waivers, and Accounts Receivable Policies

A. Refund Policies

Refund policies for course load reduction or withdrawal are separately developed by each campus and adopted under institution fees and charges procedures. Refunds may be granted to students in accordance with the refund schedule on file with the Registrars or Business Office. This schedule shall be prepared annually.

Military Duty Refund Policy

Any student with orders to report for active military duty may withdraw at any time during the term and receive a full refund. If sufficient course work has been accomplished and the instructor feels justified in granting credit for the course work completed, credit may be granted and no refund will be given.

B. Waiver of Certain Student Fees

Certain student fee charges may be waived when regulations of federal agencies or contract agreements preclude the assessment of those fees. Please contact Western Oregon University's Business Office to determine which fee charges are eligible, if any, for this waiver.

C. Institution Authority to Adjust Charges

Authorized institution officials may make tuition refunds and waive fines or charges that result from circumstances beyond the student's control or are for the best interest of the institution.

D. Revolving Charge Accounts Policy

Extended payment terms utilizing a revolving charge account method adopt rules creating the Revolving Charge Account Plan, and describe the terms and conditions applicable to the Plan.

Transactions covered by the Plan may include (by way of description and not limitation) tuition, fees, housing charges and other obligations primarily involving students; facilities rentals, lease agreements, program user charges and other transactions with non-students; and fines and penalties, incurred by anyone.

These rules shall:

- 1) Describe the interest to be charged, as well as service charges, collection and other fees and costs, if any, and penalties that would apply should an account become delinquent;
- 2) Provide for an agreement to be signed by the obligor, the form of which shall be approved by the Vice President for Finance and Administration; the institution shall use its best efforts to have the agreement signed, except for debts arising from fines, penalties and the like; and

- 3) Provide that tuition and fees incurred in any given term are paid in full prior to enrollment in any subsequent term.

Administrative Authority: OAR 580-040-0041 - Revolving Charge Accounts Policy

E. Interest on Overdue Accounts

Section 1: Western Oregon University may, pursuant to an institutionally adopted rule, charge nine percent interest on all liquidated debts that are past due. A liquidated debt is one in which the amount owed is certain, e.g., a standard fee or a debt based on a promissory note.

Section 2: Where the institution so provides by administrative rule and a contract or note signed by the obligor so specifies, the institute may charge not more than 12 percent interest on the obligation evidenced by the signed note or contract.

The University may not charge interest under both Sections 1 and 2, above, simultaneously on a single obligation; in no event shall the institution charge more than 12 percent interest.

Institution rules may provide for interest charges to begin immediately following the date on which a debt becomes overdue or after a specified waiting period.

Differential Tuition Policy

Differential tuition will be allowed in certain programs (as approved by the Board) with the understanding that: 1) an amount equal to 10% of such differential tuition for undergraduate programs be earmarked for financial aid funding targeted to low-income students majoring in the program(s) assessing differential tuition, such that this does not become an impediment to degree choice and 2) programs will need to submit the rationale for the need for differential tuition in accordance with the proposed differential tuition policy framework outlined below.

The University may request WOU Board of Trustees approval for differential tuition at either the undergraduate or graduate level subject to the following:

1. A program considering differential tuition must develop a proposal for WOU Board of trustees consideration addressing the following criteria:
 - a. Quality of the student experience:
 - i. The proposal should address how differential tuition will substantially increase the quality of the learning experience for students and provide the basis for later opportunities that would not be possible without the differential revenues.
 - b. Access, affordability and student choice of undergraduate major:
 - i. The proposal for differential tuition for undergraduate programs must include a financial aid plan with a minimum of ten percent (10%) of the differential tuition set aside for need-based aid to be awarded to needy students enrolled in the program. The plan shall also include a college advising process that enables the student to anticipate future cost increases and (if necessary) seek additional aid to cover the differential amount over base tuition.
 - c. Cost of Instruction:
 - i. The differential tuition proposal must include a clear justification related to the variance in program cost, program demand, and program graduate earnings potential compared to the funds that would be provided through base tuition.
 - d. Market Pricing:

- i. There should be evidence that the differential tuition proposed is comparable to the student cost for similar programs at peer institutions such that the University is not placed at a competitive disadvantage in attracting the best students and that the differential tuition is appropriate to the national market. The proposal should address the elasticity of demand in its justification.
- e. Student Consultation and Support:
 - i. All differential tuition plans must show evidence of extensive and thorough consultation with students who will be affected, both via student representative groups and via organized opinion gathering among the students that would be charged the differential.

Increases to established differential tuition rates are not required to comply with the complete process outlined above for the proposal of new differential rates. However, rate increases that exceed the proposed increase for the institution's corresponding base rate by 2 or more percentage points will need to be supported and should address many of the same criterion listed above though not to the same degree as required for a new proposal. For undergraduate differentials, the discussion of the student consultation element and 10% set aside for need based aid must be included in submitted documentation. For example, the proposed increase for the undergraduate resident base rate is 3.5%. If the proposed increase for an undergraduate differential rate was 5.5%, additional supporting documentation would be required. For graduate programs, there may be situations where a comparable base rate is not available. For example, the institution's graduate program rates may be separately established by program within each college or school. In those cases, proposed rate increases may be supported by an analysis of peer rates and changes in quality of student experience and cost of instruction.

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Student Shared Governance Policy

Policy and Guidelines

I. PURPOSE

WOU hereby endorses the concept and philosophy of shared governance between the University and its students. The following policy statement provides a framework and principles for the enactment of a campus-specific policy that sets forth the application of this principle to Western's governance structure.

II. OBJECTIVES

- To recognize the value and importance of assuring students a voice in the educational process, particularly with respect to student life, services, and interests.
- To recognize students' rights to organize themselves and to select and recommend student representatives to the University governance structure.
- To encourage and facilitate student involvement in University decision-making.

III. PRINCIPLES

- A. Ultimate authority for the welfare of WOU resides with the WOU Board of Trustees. The Board has delegated (and may further delegate) aspects of that authority to the President to assure efficient management of the University.
- B. Many aspects of shared governance with the faculty of WOU have a long and successful history.
- C. The intent of the current policy is to recognize the value of shared governance with its students.
- D. It is the intent of this policy to establish support for student shared governance. Accordingly, students shall have the opportunity to participate, appropriate to their special knowledge and perspective, in decisions that relate to, but are not limited to:
 - 1. Academic grading policies
 - 2. Academic disciplinary policies
 - 3. Academic courses or programs to be initiated or discontinued
 - 4. Codes of student conduct
 - 5. Curriculum development
 - 6. Institutional planning
 - 7. Selection and appointment of student services administrators
 - 8. Tuition, fees, room and board rates
 - 9. University mission and vision

IV. IMPLEMENTATION

- A. Western Oregon University shall develop written procedures to incorporate the principles of this Board policy.
- B. Western Oregon University shall report the resulting procedures, evidence of implementation or, in the alternative, provide a report documenting how these principles of shared governance have already been incorporated into the institution's governance structure. The report shall be provided to the Chancellor, or his designee, by December 1, 2003.
- C. In developing the institutional report referenced above, Western Oregon University shall ensure appropriate input from and collaboration with the officially recognized student

government association. For purposes of the report on student shared governance the student government association shall be regarded as the appropriate liaison for student input.

- D. The president is charged with the responsibility of ensuring that the principles of shared governance with students are incorporated, where appropriate, throughout the University.

Adopted by the State Board of Higher Education on April 18, 2003.

Student Involvement in Development of Proposed Tuition Rates

In June 2012, the Oregon State Legislature passed Senate Bill 242 (ORS 351.011). SB 242 included stipulations which required the Board to establish a process that incorporated student participation in tuition-setting (ORS 351.063). In response to the requirements of SB 242, the Board of Higher Education approved the following Oregon Administrative Rule on March 2, 2012.

OAR 580-010-0089

Student Involvement in Development of Proposed Resident Undergraduate Tuition Rates

(1) The Board shall establish the tuition and fees to be assessed in accordance with applicable statutes and upon the recommendation of the president. This section shall not impair the entities of student government or the Board under ORS 351.070(3)(d).

(2) The University will establish a process for student participation in the development of recommended rates for resident undergraduate tuition. The planned process will be communicated to the duly elected student government for discussion and input.

(3) Prior to the formal submission of proposed tuition rates, the institution president, or designee, will provide an opportunity for the duly elected student government to consider and comment on the proposed rates. Efforts shall be made by both the appropriate student representatives and members of the University administration to accomplish this exchange in a timely manner that 1) provides for adequate student consideration and takes into account the academic calendar and 2) allows the institution to meet necessary deadlines for submission of proposals.

(4) As part of formally submitting rate proposals to the Chancellor, or designee, the institution president (or designee) will convey: 1) the process used by the institution to involve students in the development of recommended tuition rates and 2) the specific resident undergraduate tuition rates being proposed.

Tuition and Fee Calculation

The Tuition & Fee Schedules included in this document provide detailed information regarding both Tuition and Fee rates on a per term basis.

Calculating Tuition & Fees

To appropriately calculate total Tuition and Fees, the mandatory fee rates must be added to the appropriate tuition amount based on the number of intended credit hours.

For example, a student classified as a resident undergraduate with a regular major attending Western Oregon University and planning to take 15 credit hours for the term would calculate total tuition and fees as follows:

Source	Table Cell Location	Amount
WOU Undergraduate Regular Tuition Table	Resident 15 credit Hours	\$2,330.00
WOU Mandatory Fees	Undergraduate - Total Fees - 15 credit hours	\$570.00
Total Tuition & Fees – per term		\$2,900.00

Please note that the fees included in the tables in this document are mandatory fees which all campus students are required to pay. WOU may charge additional fees for specific courses (lab fees, etc.) and services (parking, etc.) Contact WOU directly for information regarding any additional fees.

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GLOSSARY OF TERMS

GLOSSARY OF TERMS COMMON TO HIGHER EDUCATION

Academic advisement: Each admitted student is assigned to a faculty member or a trained adviser who helps the student create and implement a plan, via regularly scheduled meetings, to attain short- and long-term academic and vocational goals.

Admitted student: Applicant who is offered admission to a degree-granting program at an Oregon public university.

Applicant (first-time, first-year): An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).

Application fee: That amount of money an institution charges for processing a student's application for acceptance. This amount is *not* creditable toward tuition and required fees, nor is it refundable if the student is not admitted to the institution.

Application fee deferral: The application fee for first-time freshmen or transfer students may be deferred for students who meet specific requirements.

Articulation: The process by which two or more institutions align courses and programs to ensure the smooth flow of students between campuses.

Associate degree: An award that normally requires at least two but less than four years of full-time equivalent college work.

Bachelor's degree: An award (baccalaureate or equivalent degree, as determined by the Secretary of the U.S. Department of Education) that normally requires at least four years to complete.

Board rates (charges): Cost for a predetermined number of meals per week: generally within a meal plan.

Building fee: A legislatively mandated fee, on a per term basis, to finance debt service for construction associated with student centers, health centers, and recreational facilities.

Calendar system: The method by which an institution structures most of its courses for the academic year.

Career counseling: A range of services that may include: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories; personal counseling; help in résumé writing, interviewing, launching the job search; listings for those students desiring employment and those seeking permanent positions; establishment of a permanent reference folder; and career resource materials.

Class rank: The relative numeric position of a student in his or her graduating class, calculated on the basis of grade point average, whether weighted or un-weighted.

Continuous basis (for program enrollment): A calendar system classification that is used by institutions that enroll students at any time during the academic year.

Community college transfer student: Within the Oregon Public Universities, "transfer students" must have completed a minimum number of credits for acceptable college level work. The hours required vary among the Oregon public university campuses.

Credit: A unit of recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

Credit course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

Credit hour: A unit of measure representing an hour (50 minutes) of instruction over a 10-week period within a quarter system. It is usually applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Deferred admission: The practice of permitting admitted students to postpone enrollment for a specific period-of-time, for example one academic term or one academic year.

Differential tuition: Differential tuition is defined as additional tuition that is supplementary to the base tuition level approved annually by the WOU Board of Trustees. Differential tuition is intended to 1) offset higher than average instructional costs; or 2) provide supplemental resources to enhance program quality; or 3) reflect the market for programs with high demand. *Note: Amounts included in the differential tuition schedules in this document represent the sum of the base tuition and the applicable differential amount.* WOU does not have differential tuition programs at this time.

Degree: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

Degree-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Delegation of authority: The Oregon statutes which grant authority to the Board of Higher Education to set tuition and fee rates for Oregon Public Universities through an established rulemaking process.

Distance education: An option for earning course credit at off-campus locations via cable television, Internet, satellite classes, videotapes, correspondence courses, or other means.

Doctoral degree: The highest award a student can earn for graduate study.

Double major: Completion of two undergraduate programs of study simultaneously.

Fee remission: The fee remission is a means by which a student's fees are assessed at the prescribed tuition rate and offset by funds from some other source.

First-time student: A student attending any institution for the first time. Includes students enrolled in the WINTER & SPRING TERMS who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).

First-time, first-year (freshman) student: A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the WINTER & SPRING TERMS who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

Freshman: A first-year undergraduate student.

Freshman/new student orientation: Orientation addressing the academic, social, emotional, and intellectual issues involved in beginning college. May be a few hours or a few days in length. There is commonly a fee associated with this program.

Full-time student (Undergraduate): A student enrolled for 12 or more quarter credit hours.

Geographical residence (as an admission factor): Special consideration in the admission process given to students from a particular region, state, or country of residence.

Grade point average (GPA): The sum of grade points a student has earned divided by the number of courses taken. The most common system of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and zero points for an I, W, P, or F.

Graduate assistant: Qualified students who are participating in a post-baccalaureate program and who have been appointed by an institution to assist in teaching courses.

Graduate student: A student who holds a bachelor's or first professional degree, or equivalent, and is taking courses at the post-baccalaureate level.

Health services: Low cost, on-campus, health care available to all full-time admitted students as well as part-time students who choose to exercise this option.

Health services fee: This fee provides for each institution's student health services, which are operated similarly to self-supported auxiliary services.

High school diploma or recognized equivalent: A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the Test of General Educational Development (GED), or another state specified examination.

Home institution: Institution to which the student is formally admitted and matriculated in a degree program, regardless of where the student is enrolled. In the case where the student is working toward degrees from two Oregon Public Universities at the same time, either institution may be considered the *home* institution.

Honors program: Any special program for accomplished students offering the opportunity for educational enrichment, independent study, acceleration, or some combination of these.

Host institution: Institution to which the student is taking coursework necessary to complete a degree program which is unavailable at the home institution.

Incidental fee: This fee is assessed to provide support for student activities. Student committees make recommendations for the amount and use of the fee on each campus.

In-state tuition: See **Resident tuition**.

International students: See **Nonresident tuition**.

Internship: Any short-term, supervised work experience usually related to a student's major field, for which the student earns academic credit. The work can be full- or part-time, on- or off-campus, paid or unpaid.

Mandatory enrollment fees: Fees that are assessed to all full and part-time students as listed in the Academic Year or Summer Session Fee Books. Fees included in this category are: Building, Health Service, Incidental and Recreation Center.

Master's degree: An award that requires the successful completion of a program of study beyond the bachelor's degree.

Nonresident tuition: The tuition charged by institutions to those students who **do not** meet Oregon residency requirements.

On-campus day care: Licensed day care for students' children (usually age 3 and up); usually for a fee.

Open enrollment: Enrollment for course credits that is available to all qualified students (it is understood that enrollment in certain courses may be subject to requirements e.g., successful completion of prerequisites, grade point average, instructor's consent, etc.).

Other expenses (costs): Includes average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.

Out-of-state tuition: See **Nonresident tuition**.

Part-time student (Undergraduate): A student enrolled for 1-8 credit hours per quarter.

Part-time fee policy: Students enrolled under the part-time student fee policy are subject to the mandatory or course fees appropriate to specific courses taken.

Per Term: A term is equal to one academic quarter.

Programmatic resource fees: Programmatic resource fees assessed to students enrolled in specific academic programs to support extra costs associated with specialized materials, faculty, or services and equipment. These were to be eliminated effective Fall 2011.

Public institution: An educational institution whose programs and activities are operated by publicly elected or appointed officials, and which is supported by public funds.

Public universities: As defined by ORS 352.002:

- 1) University of Oregon
- 2) Oregon State University
- 3) Portland State University
- 4) Oregon Institute of Technology
- 5) Western Oregon University
- 6) Southern Oregon University
- 7) Eastern Oregon University

Quarter calendar system: An academic calendar system in which the instructional year consists of three academic sessions, called quarters, usually consisting of 10-12 weeks each.

Recreation Center fee: A fee approved by student referendum and currently applicable to Western Oregon University students.

Required fees: Fixed sum charged to all students for items not covered by tuition. These fees do not include fees or optional fees such as lab fees or parking fees.

Resident tuition: The tuition charged by institutions to those students who meet state or institutional residency requirements.

Resource fees: These fees include universal fees, assessed to all students and programmatic fees, assessed to students admitted only to particular academic programs.

Summer session: A summer session is generally shorter than a regular academic quarter and not considered part of the academic year. An institution may have 2 or more sessions occurring in the summer months.

Tax Relief Act Reporting: The Taxpayer *Relief Act*, enacted in 1997, provides a tax benefit deduction of interest assessed on education loans for students and their families. The *Relief Act* specifically excludes books, student health insurance, room and board, and other incidental expenses.

Transfer applicant: An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has previously attended another college or university and earned college level credit.

Transfer student: A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate). The student may transfer with or without credit.

Tuition: Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit hour.

Undergraduate: A student enrolled in a bachelor's degree program, an associate degree program, or a vocational or technical program.

Wait list: List of students who meet the admission requirements but will only be offered a place in the class if space becomes available.

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WOU 2016-17 Academic Year

Base Tuition & Promise 2016

Per Term

Data in this table represents Tuition Costs only and does not include Mandatory Fees. The Mandatory Fee information can be found in the Mandatory Fee Tables for this institution. Instructions for calculating total tuition and fees are available beginning on page 29.

Credits	Resident			Non-Resident	
	Undergraduate		Graduate	Undergraduate	Graduate
	Regular	Promise 2016			
1	160.00	186.00	363.00	483.00	610.00
2	315.00	367.00	726.00	966.00	1,220.00
3	470.00	548.00	1,089.00	1,449.00	1,830.00
4	625.00	729.00	1,452.00	1,932.00	2,440.00
5	780.00	910.00	1,815.00	2,415.00	3,050.00
6	935.00	1,091.00	2,178.00	2,898.00	3,660.00
7	1,090.00	1,272.00	2,541.00	3,381.00	4,270.00
8	1,245.00	1,453.00	2,904.00	3,864.00	4,880.00
9	1,400.00	1,634.00	3,267.00	4,347.00	5,490.00
10	1,555.00	1,815.00	3,630.00	4,830.00	6,100.00
11	1,710.00	1,996.00	3,993.00	5,313.00	6,710.00
12	1,865.00	2,177.00	4,356.00	5,796.00	7,320.00
13	2,020.00	2,358.00	4,719.00	6,279.00	7,930.00
14	2,175.00	2,539.00	5,082.00	6,762.00	8,540.00
15	2,330.00	2,720.00	5,445.00	7,245.00	9,150.00
16	2,485.00	2,901.00	5,808.00	7,728.00	9,760.00
17	2,640.00	3,082.00	6,171.00	8,211.00	10,370.00
18	2,795.00	3,263.00	6,534.00	8,694.00	10,980.00
Each Add'l Credit Hour	155.00	181.00	363.00	483.00	610.00

Endnotes:

- (1) A \$350 one-time matriculation fee is assessed on all new and transfer students.
- (2) Qualified tuition and fees do not include student health fees for Tax Relief Act reporting.

WOU 2016-17 Academic Year

Prior Year Promise Rates

Per Term

Data in this table represents Tuition Costs only and does not include Mandatory Fees. The Mandatory Fee information can be found in the Mandatory Fee Tables for this institution. Instructions for calculating total tuition and fees are available beginning on page 29.

Credits	Resident Promise Rates			
	Students Admitted Prior to 2015			
	2015	2014	2013	2012
1	174.00	170.00	166.00	162.00
2	346.00	338.00	334.00	319.00
3	518.00	506.00	502.00	476.00
4	690.00	674.00	670.00	633.00
5	862.00	842.00	838.00	790.00
6	1,034.00	1,010.00	1,006.00	947.00
7	1,206.00	1,178.00	1,174.00	1,104.00
8	1,378.00	1,346.00	1,342.00	1,261.00
9	1,550.00	1,514.00	1,510.00	1,418.00
10	1,722.00	1,682.00	1,678.00	1,575.00
11	1,894.00	1,850.00	1,846.00	1,732.00
12	2,066.00	2,018.00	2,014.00	1,889.00
13	2,238.00	2,186.00	2,182.00	2,046.00
14	2,410.00	2,354.00	2,350.00	2,203.00
15	2,582.00	2,522.00	2,518.00	2,360.00
16	2,754.00	2,690.00	2,686.00	2,517.00
17	2,926.00	2,858.00	2,854.00	2,674.00
18	3,098.00	3,026.00	3,022.00	2,831.00
<i>Each Add'l Credit Hour</i>	<i>172.00</i>	<i>168.00</i>	<i>164.00</i>	<i>157.00</i>
Endnotes:				
<i>(1) A \$350 one-time matriculation fee is assessed on all new and transfer students.</i>				
<i>(2) Qualified tuition and fees do not include student health fees for Tax Relief Act reporting.</i>				

WOU 2016-17 Academic Year

Mandatory Fees

Per Term

The mandatory fees included in the following schedule are applicable to all WOU students and should be added to the applicable tuition charges (based on class-level and total credits) to determine total tuition and fees. In addition, institutions may charge additional fees for specific courses (lab fees, etc.) and services (parking, etc.) Contact the campus directly for information regarding any additional fees.

Credits	Building		Incidental		Health Service ¹		Student Health Bldg Fee		Student Rec Ctr Bldg Fee		Total Fees	
	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
1	23.00	23.00	158.00	158.00			11.00	11.00	42.00	42.00	234.00	234.00
2	25.00	25.00	158.00	158.00			11.00	11.00	42.00	42.00	236.00	236.00
3	27.00	27.00	158.00	158.00			11.00	11.00	42.00	42.00	238.00	238.00
4	29.00	29.00	204.00	204.00			11.00	11.00	42.00	42.00	286.00	286.00
5	31.00	31.00	204.00	204.00			11.00	11.00	42.00	42.00	288.00	288.00
6	33.00	33.00	204.00	204.00	131.00	131.00	11.00	11.00	42.00	42.00	421.00	421.00
7	35.00	35.00	273.00	273.00	131.00	131.00	11.00	11.00	42.00	42.00	492.00	492.00
8	37.00	37.00	273.00	273.00	131.00	131.00	11.00	11.00	42.00	42.00	494.00	494.00
9	39.00	45.00	273.00	341.00	131.00	131.00	11.00	11.00	42.00	42.00	496.00	570.00
10	41.00	45.00	273.00	341.00	131.00	131.00	11.00	11.00	42.00	42.00	498.00	570.00
11	43.00	45.00	273.00	341.00	131.00	131.00	11.00	11.00	42.00	42.00	500.00	570.00
12 or more	45.00	45.00	341.00	341.00	131.00	131.00	11.00	11.00	42.00	42.00	570.00	570.00

Endnotes:

(1) For credits 1-5 the Health Center Service Fee is optional and can be purchased for an additional \$131.00.

(2) A \$350 one-time matriculation fee is assessed on all new and transfer students.

(3) Qualified tuition and fees do not include student health fees for Tax Relief Act reporting.



WOU Summer 2017

Base Tuition & Promise 2016

Per Term

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Credits	Resident			Non-Resident	
	Undergraduate		Graduate	Undergraduate	Graduate
	Regular	Promise 2016			
1	160.00	183.00	363.00	483.00	610.00
2	315.00	364.00	726.00	966.00	1,220.00
3	470.00	545.00	1,089.00	1,449.00	1,830.00
4	625.00	726.00	1,452.00	1,932.00	2,440.00
5	780.00	907.00	1,815.00	2,415.00	3,050.00
6	935.00	1,088.00	2,178.00	2,898.00	3,660.00
7	1,090.00	1,269.00	2,541.00	3,381.00	4,270.00
8	1,245.00	1,450.00	2,904.00	3,864.00	4,880.00
9	1,400.00	1,631.00	3,267.00	4,347.00	5,490.00
10	1,555.00	1,812.00	3,630.00	4,830.00	6,100.00
11	1,710.00	1,993.00	3,993.00	5,313.00	6,710.00
12	1,865.00	2,174.00	4,356.00	5,796.00	7,320.00
13	2,020.00	2,355.00	4,719.00	6,279.00	7,930.00
14	2,175.00	2,536.00	5,082.00	6,762.00	8,540.00
15	2,330.00	2,717.00	5,445.00	7,245.00	9,150.00
16	2,485.00	2,898.00	5,808.00	7,728.00	9,760.00
17	2,640.00	3,079.00	6,171.00	8,211.00	10,370.00
18	2,795.00	3,260.00	6,534.00	8,694.00	10,980.00
Each Add'l Credit Hour	155.00	181.00	363.00	483.00	610.00

Endnotes:

- (1) A \$350 one-time matriculation fee is assessed on all new and transfer students.
- (2) Qualified tuition and fees do not include student health fees for Tax Relief Act reporting.

WOU Summer 2017

Prior Year Promise Rates

Per Term

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Credits	Resident Promise Rates			
	Students Admitted Prior to 2015			
	2015	2014	2013	2012
1	174.00	170.00	166.00	162.00
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3	518.00	514.00	502.00	476.00
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9	1,550.00	1,546.00	1,510.00	1,418.00
10	1,722.00	1,718.00	1,678.00	1,575.00
11	1,894.00	1,890.00	1,846.00	1,732.00
12	2,066.00	2,062.00	2,014.00	1,889.00
13	2,238.00	2,234.00	2,182.00	2,046.00
14	2,410.00	2,406.00	2,350.00	2,203.00
15	2,582.00	2,578.00	2,518.00	2,360.00
16	2,754.00	2,750.00	2,686.00	2,517.00
17	2,926.00	2,922.00	2,854.00	2,674.00
18	3,098.00	3,094.00	3,022.00	2,831.00
Each Add'l Credit Hour	172.00	168.00	164.00	157.00
Endnotes:				
(1) A \$350 one-time matriculation fee is assessed on all new and transfer students.				
(2) Qualified tuition and fees do not include student health fees for Tax Relief Act reporting.				

WOU Summer 2017

Mandatory Fees

Per Term

The mandatory fees included in the following schedule are applicable to all WOU students and should be added to the applicable tuition charges (based on class-level and total credits) to determine total tuition and fees. In addition, institutions may charge additional fees for specific courses (lab fees, etc.) and services (parking, etc.) Contact the campus directly for information regarding any additional fees.

Credits	Building		Incidental		Health Service ¹		Student Health Bldg Fee		Student Rec Ctr Bldg Fee		Total Fees	
	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
1	34.00	34.00	133.00	133.00	0.00	0.00	11.00	11.00	35.00	35.00	213.00	213.00
2	34.00	34.00	133.00	133.00	0.00	0.00	11.00	11.00	35.00	35.00	213.00	213.00
3	34.00	34.00	133.00	133.00	0.00	0.00	11.00	11.00	35.00	35.00	213.00	213.00
4	34.00	34.00	133.00	133.00	0.00	0.00	11.00	11.00	35.00	35.00	213.00	213.00
5	34.00	34.00	133.00	133.00	0.00	0.00	11.00	11.00	35.00	35.00	213.00	213.00
6	34.00	34.00	133.00	133.00	131.00	131.00	11.00	11.00	35.00	35.00	344.00	344.00
7	34.00	34.00	133.00	133.00	131.00	131.00	11.00	11.00	35.00	35.00	344.00	344.00
8	34.00	34.00	133.00	133.00	131.00	131.00	11.00	11.00	35.00	35.00	344.00	344.00
9	34.00	34.00	133.00	133.00	131.00	131.00	11.00	11.00	35.00	35.00	344.00	344.00
10	34.00	34.00	133.00	133.00	131.00	131.00	11.00	11.00	35.00	35.00	344.00	344.00
11	34.00	34.00	133.00	133.00	131.00	131.00	11.00	11.00	35.00	35.00	344.00	344.00
12 or more	34.00	34.00	133.00	133.00	131.00	131.00	11.00	11.00	35.00	35.00	344.00	344.00

Endnotes:

(1) For credits 1-5 the Health Service is optional and can be purchased for an additional \$131.

(2) A \$350 one-time matriculation fee is assessed on all new and transfer students.

(3) Qualified tuition and fees do not include student health insurance fees for Tax Relief Act reporting.

Distance Education / Online Course Tuition and Fees

A. Online Tuition Rates

On-Line Undergraduate courses: \$199 per credit

On-line Graduate courses: \$435 per credit, with exceptions for certain programs such as:

- a. ReadOregon reading endorsement courses
- b. Master of Arts in Interpreting Studies program, \$472 per credit

Online courses have a different tuition rate than campus courses and are NOT included in the Western Promise/Traditional rates. For example, an undergraduate student enrolled in 8 credits of regular classes and a 4 credit online course is charged regular tuition for 8 credits (Western Promise, WUE or other rates, depending on the student's tuition plan) plus the tuition for 4 credits at the online tuition rate.

If online courses are taken in combination with regular campus courses, then fees for building, incidental, student recreation center, (and health service fee if 6 hours or more) will be assessed for all credit hours combined.

Students who are taking only online courses will not be charged campus fees, but may be charged fees related to that course (such as for materials or supplies).

All WOU course credits will count toward financial aid.

Room and Board Rates - 2016-2017

A. ROOM AND BOARD OVERHEAD FEES					
		ANNUAL	FALL	WINTER	SPRING
LANDERS	Double Room (2 people/2 person room)	8148	2852	2852	2444
	Super Single (1 person/2 person room)	10055	3519	3519	3017
BARNUM, BUTLER AND GENTLE	Deluxe Double (2 people/3 person room)	8990	3147	3147	2696
	Triple (3 people/3 person room)	8148	2852	2852	2444
	Single (1 person/3 person room)	10474	3666	3666	3142
	Kitchenette (2 people in a kitchenette)	9176	3211	3211	2754
HERITAGE AND ACKERMAN	Standard Double (2 people/2 person room)	8488	2971	2971	2546
	Single (1 person/1 person room)	9425	3299	3299	2827
	Super Single (1 person/2 person standard double)	10055	3519	3519	3017
<i>Students selecting from options above must also choose a meal plan for each term.</i>					
B. MEAL PLANS AND FEES					
		ANNUAL	FALL	WINTER	SPRING
MEAL PLANS	Resident Meal Plan #1	675	225	225	225
	Resident Meal Plan #2	1050	350	350	350
	Resident Meal Plan #3	1350	450	450	450
	Resident Meal Plan #4	1650	550	550	550
	Resident Meal Plan #5	360	120	120	120
C. ARBOR PARK APTS.					
		ANNUAL	FALL	WINTER	SPRING
ARBOR PARK APTS.	Individual Rate for shared apt. (4 people/apt.) <i>(no meal plan included)</i>	7168	2509	2509	2150
	Individual Rate for shared apt. plus board overhead <i>(must choose meal plan from Meal Plan options above)</i>	9484	3320	3320	2844
<i>Rates for the Residence Halls and Arbor Park include data line access, wireless network, expanded basic cable TV, \$23.00 social activity fee/term, and \$30.00 laundry fee/term.</i>					
FACULTY, STAFF and FAMILY HOUSING	D. KNOX STREET-FAMILY HOUSING (does not include board plan): \$650.00 per month <i>(includes utilities, expanded basic cable TV, high speed internet and free laundry - telephone line not included).</i>				
	E. ALDERVIEW TOWNHOUSES (does not include board plan): \$860.00 per month for an interior unit or \$885.00 per month for an exterior unit <i>(includes utilities, cable TV, high speed data line access, telephone line/voicemail/caller ID)</i>				

FAC, FY2016—Q3 Management Report

This is an action item.

At its April 20, 2016 committee meeting, the Board's Finance and Administration Committee (FAC) considered and recommended for acceptance the enclosed FY2016—Q3 Management Report.

COMMITTEE RECOMMENDATION: The FAC recommends that the Board accept the FY2016—Q3 Management Report as included in the docket.

Western Oregon University
Quarterly Management Report
(Unaudited, non-GAAP, For management purposes only)

As of March 31, 2016
For the Fiscal Year Ended June 30, 2016

	Year-to-Date					Budget		Projections				Notes
	YTD Actual	YTD as a % of Projected	Prior YTD as % of PY Actual	% chg Current/Prior YTD	Notes	Prior Yr. Actual	Adjusted Budget	Projected 6/30/2016	Variance from Adj. Budget	Chg since Prior Report	% chg since Prior Report	
(in thousands except enrollment)												
EDUCATION & GENERAL												
State General Fund	19,277	84% +	85%	28%		17,620	22,874	22,988	114	0	0%	
Tuition & Resource Fees, net of Remissions	37,264	98%	98%	-4%		39,473	38,919	38,174	(745)	267	1%	
Other	2,749	74%	71%	19%		3,261	3,678	3,720	42	(197)	-5%	(1)
Total Revenues	<u>59,290</u>	<u>91%</u>	<u>93%</u>	<u>6%</u>		<u>60,354</u>	<u>65,471</u>	<u>64,882</u>	<u>(589)</u>	<u>70</u>	<u>0%</u>	
Personnel Services	(36,993)	71%	72%	6%	(2)	(48,599)	(53,913)	(52,175)	1,738	(1,455)	3%	
Supplies & Services & Capital Outlay	(3,905)	44% -	44%	3%		(8,544)	(8,760)	(8,777)	(17)	(17)	0%	
Total Expenditures	<u>(40,898)</u>	<u>67%</u>	<u>67%</u>	<u>6%</u>		<u>(57,143)</u>	<u>(62,673)</u>	<u>(60,952)</u>	<u>1,721</u>	<u>(1,472)</u>	<u>2%</u>	
Net from Operations	<u>18,392</u>					<u>3,211</u>	<u>2,798</u>	<u>3,930</u>	<u>1,132</u>	<u>(1,402)</u>		
Transfers In	526	100% +	25%	357%		453	526	526	0	0	0%	
Transfers Out	(2,386)	75%	62%	-6%	(3)	(4,109)	(3,125)	(3,200)	(75)	(27)	1%	
Fund Additions/(Deductions)	0					0	0	0	0	0		
Change in Fund Balance	16,532					(445)	199	1,256	1,057	(1,402)		
Beginning Fund Balance	<u>9,618</u>					<u>10,063</u>	<u>9,618</u>	<u>9,618</u>	<u>0</u>	<u>0</u>		
Ending Fund Balance	<u>26,150</u>					<u>9,618</u>	<u>9,817</u>	<u>10,874</u>	<u>1,057</u>	<u>(1,429)</u>	<u>-13%</u>	
% Operating Revenues						<u>15.9%</u>	<u>15.0%</u>	<u>16.8%</u>			<u>0%</u>	
Student FTE Enrollment - All terms	4,548	98%	93%	-2%		5,000	4,768	4,662	(106)	(33)	-1%	
AUXILIARY ENTERPRISES												
Enrollment Fees	6,744	99%	99%	-3%		7,003	6,796	6,814	18	18	0%	
Sales & Services	10,815	73%	71%	10%	(4)	13,807	15,061	14,917	(144)	(144)	-1%	
Other	1,009	57% -	56%	9%	(5)	1,645	1,561	1,761	200	200	11%	(5)
Total Revenues	<u>18,568</u>	<u>79%</u>	<u>79%</u>	<u>5%</u>		<u>22,455</u>	<u>23,418</u>	<u>23,492</u>	<u>74</u>	<u>74</u>	<u>0%</u>	
Personnel Services	(7,424)	73% +	73%	7%		(9,462)	(9,997)	(10,149)	(152)	(152)	1%	
Supplies & Services & Capital Outlay	(9,022)	69% -	69%	-1%		(13,193)	(14,209)	(13,155)	1,054	(100)	1%	
Total Expenditures	<u>(16,446)</u>	<u>71%</u>	<u>71%</u>	<u>3%</u>		<u>(22,655)</u>	<u>(24,206)</u>	<u>(23,304)</u>	<u>902</u>	<u>(252)</u>	<u>1%</u>	
Net from Operations	<u>2,122</u>					<u>(200)</u>	<u>(788)</u>	<u>188</u>	<u>976</u>	<u>(178)</u>		
Transfers In	2,426	75%	74%	27%		2,577	2,687	3,228	541	27	1%	
Transfers Out	(1,421)	86% +	55%	-22%		(3,295)	(1,671)	(1,652)	19	0	0%	
Additions/(Deductions) to Unrestricted Net Assets	(1,751)					1,122	723	(751)	(1,474)	0		
Change in Unrestricted Net Assets	1,376					204	951	1,013	62	(151)		
Beginning Unrestricted Net Assets	<u>9,530</u>					<u>9,326</u>	<u>9,530</u>	<u>9,530</u>	<u>0</u>	<u>0</u>		
Ending Unrestricted Net Assets	<u>10,906</u>					<u>9,530</u>	<u>10,481</u>	<u>10,543</u>	<u>62</u>	<u>(151)</u>	<u>-1%</u>	
						<u>42.4%</u>	<u>44.8%</u>	<u>44.9%</u>				

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(Unaudited, non-GAAP, For management purposes only)

As of March 31, 2016
For the Fiscal Year Ended June 30, 2016

	Year-to-Date					Budget		Projections				Notes
	YTD Actual	YTD as a % of Projected	Prior YTD as % of PY Actual	% chg Current/Prior YTD	Notes	Prior Yr. Actual	Adjusted Budget	Projected 6/30/2016	Variance from Adj. Budget	Chg since Prior Report	% chg since Prior Report	
(in thousands except enrollment)												
DESIGNATED OPERATIONS, SERVICE DEPARTMENTS, CLEARING FUNDS												
Enrollment Fees	67	69%	45%	347%	(6)	33	97	97	0	0	0%	
Sales & Services	180	62%	61%	30%	(7)	228	225	292	67	67	23%	(7)
Other	1,529	75%	72%	7%	(8)	1,998	2,059	2,027	(32)	(32)	-2%	
Total Revenues	<u>1,776</u>	<u>74%</u>	<u>70%</u>	<u>12%</u>		<u>2,259</u>	<u>2,381</u>	<u>2,416</u>	<u>35</u>	<u>35</u>	<u>1%</u>	
Personnel Services	(454)	82%	78%	12%	(9)	(518)	(605)	(555)	50	50	-9%	(10)
Supplies & Services & Capital Outlay	(943)	65%	91%	-18%	(11)	(1,259)	(1,496)	(1,442)	54	54	-4%	
Total Expenditures	<u>(1,397)</u>	<u>70%</u>	<u>87%</u>	<u>-10%</u>		<u>(1,777)</u>	<u>(2,101)</u>	<u>(1,997)</u>	<u>104</u>	<u>104</u>	<u>-5%</u>	
Net from Operations	<u>379</u>					<u>482</u>	<u>280</u>	<u>419</u>	<u>139</u>	<u>139</u>		
Transfers In	98	97%	57%	-41%	(12)	291	48	101	53	53	52%	(13)
Transfers Out	(126)	100%	100%	5%		(120)	(126)	(126)	0	0	0%	
Additions/(Deductions) to Unrestricted Net Assets	(213)					(606)	(10)	(221)	(211)	(211)		
Change in Unrestricted Net Assets	138					47	192	173	(19)	(19)		
Beginning Unrestricted Net Assets	<u>801</u>					<u>754</u>	<u>801</u>	<u>801</u>	<u>0</u>	<u>0</u>		
Ending Unrestricted Net Assets	<u>939</u>					<u>801</u>	<u>993</u>	<u>974</u>	<u>(19)</u>	<u>(19)</u>	<u>-2%</u>	
Total unrestricted fund balance						35.5%	41.7%	40.3%				
Days of expenditures						19,949	21,291	22,391				
						89	87	95				

Notes:

General Fund:

- (1) Projected other revenue corrected for one-time sale of University House.
- (2) Current year to date personnel services expense 6% higher than prior fiscal year due to salary and OPE increases.
- (3) Current year transfers out lower than prior year due to one-time transfer to support Woodcock Education project fund in FY15 prior to state cash distribution.

Auxiliary:

- (4) Increased current year sales & services revenue of 10% to date due a 4% increase in Bookstore sales, a 133% increase in Athletic general admission tickets, and a 4% increase in Housing occupancy.
- (5) Increase in current fiscal year other revenue due to increased lottery funding for Athletics of \$64k and increased conference internal sales.

Designated Ops/Service Cntrs:

- (6) Current year increase in enrollment fees burn rate due to new summer program for the Regional Center for Deaf & Hard of Hearing Adults (RCDHHA).
- (7) Projected Sales & Services revenue increase due to increased use of university print shop. Current YTD print shop volume is 59% higher than prior YTD.
- (8) 7% increase in current year other revenue when compared to prior year due to increase in telecommunications rates that took effective July 1, 2015.
- (9) Increased personnel services costs in current year due to new summer program for RCDHHA.
- (10) Projected decrease in personnel services due to salary savings in telecommunications from position reorganization and the print shop due to a vacant position.
- (11) Current year capital outlay compared to prior year lower due to timing of reclassification of telecommunications purchases to fixed assets account.
- (12) Current year transfers in lower than prior year to date due to additional transfers in FY15 for telecommunications projects.
- (13) Projected increase in transfers in due to unanticipated transfer from telecommunications equipment reserve for replacement technology.

Western Oregon University
Transfers schedule - Projected
As of March 31, 2016
For the Fiscal Year Ended June 30, 2016

(Unaudited, non-GAAP, for management purposes only)

	E&G	Auxiliary	Des Ops - Serv Dept.	Plant fund		Total
<u>Transfers In E&G</u>			(a) 125,970	(b) 400,000		525,970
<u>Transfers Out E&G</u>		(c) 2,762,221		(d) 262,716	(e) 175,000	3,199,937
<u>Transfers In AUX</u>	(c) 2,762,221	(f) 425,784		(g) 40,207		3,228,212
<u>Transfers Out AUX</u>		(f) 425,784	(h) 48,356	(i) 278,046	(j) 900,000	1,652,186
<u>Transfers In DO, SD</u>		(h) 48,356		(k) 52,734		101,090
<u>Transfers Out DO, SD</u>	(a) 125,970					125,970

Type	Description
(a) Actual	Closing DEP funds for terminated programs.
(b) Actual	Return bridge funding for Woodcock Education Center capital construction project.
(c) Budgeted	Athletic operations support - Staff/Coach salaries and OPE
(d) Actual	Transfer funds from sale of President's House to project fund dedicated to the improvement of meeting facilities.
(e) Budgeted	Transfer out of funds to SELP debt service fund for payment
(f) Actual	Change of accounting for debt service payments for HWC
(g) Actual	300 desk chairs for Landers Res Hall
(h) Budgeted	Auxiliary funded scholarships
(i) Budgeted	Fund building & equipment replacement reserves for Parking, Health & Wellness Center, and the Werner University Center.
(j) Actual	Add'l tfr for Landers Bldg remodel project.
(k) Actual	Transfer from equipment reserve for replacement tech

WOU, Policy Council Update

This is a discussion item and does not require Board action.

In April 2015, among the core governance documents the Board adopted, was the [Board Statement on Delegation of Authority](#). Prior to adoption, staff proposed a separate [Board Statement on Policies](#), but decided to combine with the delegation of authority document.

Among other topics in the Board Statement, the university's policy development process was changed and clarified to prepare the University for separate governance. Prior to July 1, 2015, the vast majority of policy statements and directives came from the Oregon University System and the State Board of Higher Education. With independence, the WOU Board of Trustees and the University, as a separate legal entity, needed to have its own policy scheme.

In Sections 4.0, 5.0, and 6.0 specifically, various elements of WOU new policy infrastructure are outlined and explained. First, as the Board might recall, there are several categories of authority that descend in order of precedence. They are, as outlined in Section 4.0: (1) bylaws, (2) committee charters, (3) board statements and resolutions, (4) university policies, (5) university procedures, and (6) handbooks and manuals. The core documents described above, for example, are board statements or resolutions.

Section 5.0 introduces a policy council to the University. It is designed, as a cross-section of campus units and expertise, to assist "responsible officers" in developing policies and procedures for the president's approval. Under the [Board Statement on Delegation of Authority](#), the Board has retained authority over board statements and resolutions and has delegated university policies and procedures to the president. The Policy Council, convened by the Vice President & General Counsel, is comprised of directors and vice presidents of major units on campus, as well as representatives from the Faculty Senate, Staff Senate, and Associated Students of Western Oregon University.

With this background, the Policy Council is working on a fundamental structure and processes in order to streamline policy development in the most clear and transparent way possible. For your information, the current Policy Council membership is:

Ryan Hagemann, Vice President & General Counsel, Chair
Dr. Laurie Burton, President, Faculty Senate
Rebecca Chiles, Director of Public Safety
Amy Clark, Registrar
Barbara Dearing, Executive Director of Intercollegiate Athletics
Dr. Gary Dukes, Vice President for Student Affairs
Tina Fuchs, Dean of Students
Corbin Garner, President, ASWOU

Bill Kernan, Director of University Computing Services
Tommy Love, Executive Director, WOU Foundation and Advancement
Dr. Steven Scheck, Provost & Vice President for Academic Affairs
Darin Silbernagel, Director of Business Services
Chris Solario, President, Staff Senate
Dr. Ella Taylor, TRI Director
Judy Vanderburg, Human Resources Director and Title IX Coordinator
Eric Yahnke, Vice President for Finance & Administration

In addition to logistical and technological preparation, the Policy Council is tackling the current universe of policy statements for the new proposed structure. As the Board might recall, WOU, by operation of law, inherited policies and internal management directives from the Oregon University System as it dissolved. Thus, currently, the WOU Policy Council must organize (1) OUS policies and internal management directives, (2) OUS administrative rules (the separate universities are no longer subject to the state's rulemaking requirements), (3) WOU policies and procedures, and (4) WOU administrative rules. All of these policy statements have been tentatively organized into the following organizational structure:

I. ACADEMIC AND STUDENT AFFAIRS

- (1) Faculty
- (2) Academic Programs
- (3) Research, Sponsored Research, and Grants
- (4) Student Affairs
- (5) Athletics

II. FINANCE AND ADMINISTRATION

- (1) Finance & Budget
- (2) Human Resources
- (3) Information Technology
- (4) Facilities & Planning
- (5) Contracting & Purchasing
- (6) Business Affairs
- (7) Public Safety
- (8) Risk Management
- (9) Capital Construction

III. GOVERNANCE AND LEGAL

- (1) Governance
- (2) Legal Affairs
- (3) Shared Values and Standards of Conduct
- (4) Advancement

IV. MISCELLANEOUS

Once we receive final comment on the tentative assignment of the policy statements to this structure, the “responsible officer”, as defined in the Board Statement on Delegation of Authority, will get a Word and hard copy of all of the policies in that area and work through current constituents, campus communities, and other mechanisms used previously to vet policies to get a policy ready for the Policy Council.

A website, with all of this information, and proposed methods of distributing draft policies and providing notice to the campus community, will be forthcoming, likely after the Policy Council’s May meeting.

WOU EGTC Policy Council Discussion Docket (Mtg 14—Apr 27 2016) 160420.doc