



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 9 – April 4, 2018
Public Site: Instructional Technology Center (ITC), Room 205
11:00am – 12:00pm**

AGENDA

I. CALL-TO-MEETING AND ROLL CALL

II. COMMITTEE CHAIR'S WELCOME

III. CONSENT AGENDA

- 1) Approval December 6, 2017 meeting minutes [Page 1](#)

IV. ACTION ITEMS:

- 1) Proposal for new AB in liberal studies [Page 3](#)
- 2) Proposal for new graduate certificates in Interpreting Studies [Page 23](#)
 - I. Educational Interpreting
 - II. Research
 - III. Professional Practice

V. REPORT & DISCUSSION ITEMS:

- 1) Academic Affairs status update: 180 credit to degree; general education planning [Page 53](#)
- 2) Student Affairs updates
- 3) Enrollment update

VI. ADJOURNMENT



Draft Minutes

**WESTERN OREGON UNIVERSITY BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE (ASAC)
REGULAR MEETING**

Meeting No. 8, December 6, 2017

**President's Conference Room, Lieuallen Administration Building
12:00 – 1:00 PM**

(1) Call-to-Meeting and Roll Call

Committee Chair Lane Shetterly called the committee meeting to order at 12:02 PM. Trustees Shetterly, Gloria Ingles, Kelsee Martin and Dr. Cornelia Paraskevas in attendance; quorum present. Provost and Vice President for Academic Affairs Stephen Scheck and Vice President for Student Affairs Gary Dukes were present.

Invited guests attending: Dr. Mark Girod, Dean of the College of Education; Dr. Kathy Cassity, Dean of the College of Liberal Arts and Sciences.

(2) Approval of October 12, 2017 Draft Minutes

Trustee Martin moved approval; Trustee Paraskevas seconded -- minutes were unanimously approved as drafted.

(3) Action items:

Proposal for a new minor in Public History

Scheck reviewed the proposal with the committee. Trustee Paraskevas moved approval; Trustee Martin seconded -- the committee members unanimously recommend forwarding the proposal to the full Board of Trustees for approval. The program capacity is already in place so essentially a no-cost program.

(4) Reports & Discussion Items

- a. Scheck provided a summary of progress made on curricular redesign to support the 180 credit to degree initiative. The General Education Task Force is prepared to hand the newly-designed GE curriculum off to the Faculty Senate's General Education Committee that will oversee the movement of the proposal through the Faculty Senate curricular review process. Adoption of the new GE curriculum should be completed by March 2017, giving time to work on



implementation planning for a fall 2019 launch. Faculty Senate has impaneled a faculty committee to draft new criteria for distinguishing requirements to be met in order for a student to earn a BA or a BS degree. These criteria will be reviewed by Faculty Senate in winter term. Once these definitions are in place, academic programs may begin examining their program requirements such that GE, BA/BS and major requirements comply with the 180-cr degree goal. Scheck noted that the work the faculty are doing on the 180-credit degree initiative positions the university quite well for meeting transferability mandates associated with HB 2998, the “transfer bill of rights.”

Scheck noted that we are well prepared for meeting deliverables for the March 1, 2018 resubmission of our Year One Northwest Commission report.

- b. Dukes reviewed early statistics for admission to the fall 2018 class: first-time freshmen admits is up, transfer admits is down, housing applications are up. Processing of applications is shorter; this may be due to eliminating the need for a letter of recommendation be included in the application.

Dukes noted that WOU has received gold status for being a veteran friendly university by a veterans focused organization. Previously, we had silver status. Student Affairs has applied for Oregon Department of Veteran Affairs for funding to enhance services offered our veterans.

- c. Dukes and Scheck updated the ASAC on multiple actions that are taking place on launching the university’s new strategic plan. President Fuller has held multiple retreats with president’s staff and with the University Council to prioritize initiatives in support of the strategic plan. Further, the university budgeting process is in full swing with various groups developing and reviewing proposed budget enhancements to support strategic programming. University Budget Committee will be reviewing proposals for strategic plan-focused enhancements early in 2018.
- d. General discussion occurred around the subject of low cost textbook alternatives as well as what emergency fund resources are available to students who find themselves struggling with financial issues.

(5) Adjournment

Chair Shetterly asked for any further discussion, hearing none, he thanked all for their participation; meeting was adjourned at 12:45 PM.

ASAC, Proposal for a new degree program: A.B. in Liberal Studies

The Applied Baccalaureate in Liberal Studies is an undergraduate degree that empowers students to draw upon, compare, contrast and integrate broad approaches to knowledge (i.e., scientific, humanistic and creative), and explore connections among and applications of those approaches. The program will serve students who have earned an Associate of Applied Science (or comparable career-related 2-year degree) and seek to complete a four-year degree with an emphasis on breadth of education and developing the essential skills inherent in all WOU undergraduate degrees: Foundational and multidisciplinary learning, engaged citizenship, critical thinking, and integration and synthesis. Essentially, we propose an upside-down degree¹. Students who have specialized in a career-related field through their AAS program will complete a four-year degree by designing, in consultation with faculty advisors, a multi-disciplinary general education program comprised primarily of upper-division courses in diverse fields, along with necessary pre-requisite course work. The program will be delivered both on campus and in Salem, our region's population center where working adults will have convenient access to the program. We are partnering with Chemeketa Community College to share spaces in their Salem facilities.

The proposed degree program received Faculty Senate Approval on February 13, 2017 and the proposal is supported by the dean and provost. The WOU Academic and Student Affairs Committee met on April 3, 2018 to review the proposal. Upon approval by the WOU Board of Trustees the proposal will be forwarded to the Public Universities Provost Council, HECC and NWCCU for further review.

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of a new A.B. degree in Liberal Studies as included in the docket materials.

¹ Townsend, Barbara, Debra Bragg and Collin Rund. 2008. The Adult Learner and the Applied Baccalaureate: National and State-by-State Inventory. University of Illinois at Urbana/Champaign, Office of Community College Research and Leadership. See also Evergreen State College (Washington): <http://www.evergreen.edu/admissions/requirements/upsidedownf>

Proposal for a New Academic Program

Institution: Western Oregon University

College/School: Office of University Academic Programs, located in the Office of Academic Affairs

Department/Program Name: Liberal Studies

Degree and Program Title: Applied Baccalaureate in Liberal Studies

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number.

24.0101 – Liberal Arts & Sciences/Liberal Studies -- Detail for CIP Code 24.0101

Definition: A program that is a structured combination of the arts, biological and physical sciences, social sciences, and humanities, emphasizing breadth of study. Includes instruction in independently designed, individualized, or regular programs.

b. 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.

The Applied Baccalaureate in Liberal Studies is an undergraduate degree that empowers students to draw upon, compare, contrast and integrate broad approaches to knowledge (i.e., scientific, humanistic and creative), and explore connections among and applications of those approaches. The program will serve students who have earned an Associate of Applied Science (or comparable career-related 2-year degree) and seek to complete a four-year degree with an emphasis on breadth of education and developing the essential skills inherent in all WOU undergraduate degrees: Foundational and multidisciplinary learning, engaged citizenship, critical thinking, and integration and synthesis. Essentially, we propose an upside-down degree¹. Students who have specialized in a career-related field through their AAS program will complete a four-year degree by designing, in consultation with faculty advisors, a multi-disciplinary general education program comprised primarily of upper-division courses in diverse fields, along with necessary pre-requisite course work. The program will be delivered both on campus and in Salem, our region's population center where working adults will have convenient access to the

¹ Townsend, Barbara, Debra Bragg and Collin Rund. 2008. The Adult Learner and the Applied Baccalaureate: National and State-by-State Inventory. University of Illinois at Urbana/Champaign, Office of Community College Research and Leadership. See also Evergreen State College (Washington): <http://www.evergreen.edu/admissions/requirements/upsidedownf>

program. We are partnering with Chemeketa Community College to share spaces in their Salem facilities.

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

The Applied Baccalaureate in Liberal Studies is a self-contained 90-credit degree completion program. Admission to the program is limited to students who have earned an AAS or other career-related Associate's degree, and the AAS degree or equivalent serves as the first 90 credits of the program. AAS degree holders can, with careful planning in consultation with an academic advisor, complete the AB degree in 90 credits. Depending upon course work that articulates with degree requirements, it may be possible to complete the degree in fewer than 90 degrees as long as the student meets WOU's residency requirements for undergraduate students.

Curriculum

The curriculum is comprised of four elements: Meta-cognition around self-directed, multidisciplinary learning; Foundations; Breadth; and Free Electives.

Multi-disciplinary meta-cognition and integration, goal setting, planning and reflection (6 credits)

- LS 300: Introduction to Liberal Studies (2)
- LS 499: Liberal Studies Capstone (4)

Foundations (12 credits)

- WR 121: College Writing I (4)
- WR 122: College Writing II (4)²
- Choose one (4):
 - MTH 105: Contemporary Mathematics (4)
 - MTH 110: Applied College Algebra (4)
 - MTH 111: College Algebra (4)

Breadth – Approaches to Knowledge (57-60 credits)

- Choose 15-16 credits of Scientific Approaches³ courses

² Students may substitute WR 227 (Technical and Professional Writing) for WR 122. WR 227 is not taught at WOU, but is taught at community colleges and other universities.

³ Regarding scientific approaches: "what unites scientific inquiry is the primacy of empirical test of conjectures and formal hypotheses using well-codified observation methods and rigorous designs, and subjecting findings to peer review." ("3 Guiding Principles for Scientific Inquiry." National Research Council. 2002. Scientific Research in Education. Washington, DC: The National Academies Press. doi: 10.17226/10236.) Scientific approaches are used by natural and social scientists, and we include both in this domain.

- Courses will likely be drawn from the following disciplines: Biology (L), Chemistry (L), Earth Science (L), Physics (L), Physical Anthropology, Archaeology, Psychology, Political Science, Sociology, Physical Geography, Linguistics, Economics, Philosophy. Students will complete at least 4 credits of laboratory science (in a discipline marked by an L).
- Choose 15-16 credits of Humanistic Approaches⁴ courses
 - Courses will likely be drawn from the following disciplines: Literature, Linguistics, Writing, History, Cultural Anthropology, Philosophy, Religious Studies, Communication Studies, Cultural Geography, Languages, Interpreting, Art History
- Choose 12 credits of Creative Approaches⁵ courses
 - Courses will likely be drawn from the following disciplines: Art, Theatre, Dance, Music, Creative Writing, Visual Communication Design, Visual Anthropology, New Media Studies
- Choose 15-16 credits of Applied Approaches⁶
 - Courses will be drawn from upper division offerings in scientific, humanistic and artistic approaches (see above) or from applied fields including: Public Administration & Policy, Geographic Information Systems, Communication Studies, Community Health, Exercise Science, Business, Gerontology, Criminal Justice, Computer Science, Information Systems

⁴ Regarding humanistic approaches: “We all are self-reflective. We try to make sense of what it means to be human and how to relate to one another. We seek to understand ourselves and the world around us, and always we think about how things could be, or should be, or might have been. Humanistic inquiry takes us into realms that lie at the heart of what it means to be a thinking, feeling person, and into realms of interpretation and analysis beyond what facts and figures alone can tell us” (University of Southern California, General Education webpage)

⁵ Regarding creative approaches: “To be an artist is to ask questions, to probe material in search of its weakness, strength, durability, vulnerability, in search of some unknown thing that is and is not the material, to make associations with or to find the correspondences between the limited matter at hand and the larger world, to articulate—visually, aurally, structurally, metaphorically—something intuitively if not intellectually known, to configure/constrain matter within a conflicting and/or contrapuntal form in order to persuade the invisible (the unknown) to emanate” (Farabough, Laura. 1996. In *Inquiry Descriptions*, Exploratorium Institute for Inquiry Forum, November 8-9.) See also Asma, Stephen (2017): “Improvisation [is] the main *activity*, method, or operation of the imaginative faculty. Improvisation, more accurately, is not just what the imagination does, but is the adaptive meeting place between the organism and the environment. The improvising imagination draws on internal resources (i.e., thoughts, feelings, behaviors) and environmental resources (i.e., this tool, this pigment, behaviors) in service of various end goals.” (*The Evolution of Imagination*, pg. 4, Chicago University Press)

⁶ Regarding applied approaches: We understand approaches as applied when they build on the foundations of a basic discipline in the liberal arts and sciences. In practice, courses in pre-professional fields (e.g., business, criminal justice, gerontology, education) as well as specialized topics courses within basic disciplines fall into this category. Upper division courses that take scientific, humanistic or creative approaches may count as applied courses if the student has already satisfied that requirement.

Electives of the student's choosing (free electives) (12-15 credits)

Students will work closely with advisors to plan an academic program that includes sufficient upper division course work to enable the student to complete 60 upper division credits within the 90-credit program. The university has inventoried upper division course work at WOU, and identified over 300 courses that are taught at the upper division and have one or no course pre-requisites. In general these courses are more specialized in focus than lower division courses but are accessible to students with disciplinary tools developed in the course.

Faculty will propose specific course offerings to be delivered in flexible format at WOU's Salem site. Courses at the Salem site will be hybrid, evening courses offered in a pattern that will be consistent across terms to facilitate student planning. Faculty will address how the course material aligns to the "approach" deemed most appropriate. In addition, each term, we will review all undergraduate online course offerings and indicate which approach each addresses; we will have a review process so that students can appeal that designation if, upon completing the course, they believe it better fits under a different approach. This opportunity for appeal and review is itself part of the program's meta-cognitive approach to synthesis across fields. Students may register for face-to-face courses at WOU or offerings at other colleges or universities, and work with their academic advisor to determine which approach it fits under. University residency requirements will constrain the number of credits that can be completed outside of WOU.

d. 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).

Given its intended audience of working adults, the program delivery will be flexible including evening, weekend and hybrid course delivery in Salem and online course delivery. Students will be able to enroll in any WOU courses for which they have the prerequisites, and so may also take courses on WOU's campus in Monmouth. We will, however, offer an array of courses in flexible formats that focus on a set of interdisciplinary themes (e.g., Global Concerns, Research and Problem Solving, Community Health and Wellness, Human Condition). These clusters of courses will provide coherence, connections and balanced opportunities to develop WOU's undergraduate learning outcomes. The program will draw on WOU's learning management system (Moodle) for all flexible format course delivery (including face-to-face), including instructional and curriculum design support from WOU's Center for Academic Innovation. In addition, WOU's electronic library resources will be central to providing

access to students who may spend relatively little time on WOU's main campus.

e. Adequacy and quality of faculty delivering the program.

WOU has highly qualified tenure-track and tenured faculty in a range of disciplines who will contribute to this program.

f. Adequacy of faculty resources – full-time, part-time, adjunct.

This program will require the development of two new courses: LS 300 and LS 499. Those courses will need to be taught every term; LS 499 can be delivered by arrangement to individual students in early stages of the program. This new program will require making thematic clusters of upper division courses available at WOU's Salem site, including evening courses, and hybrid and online formats. This will be built gradually as the program enrollments grow: In the first year WOU will offer approximately two or three courses per term in a single thematic area in flexible format in Salem, and in subsequent years we will add thematic areas/related courses as appropriate to meet demand. Offerings will be filled out by online and on campus courses, in which students may also enroll if they have the pre-requisites. WOU's faculty have sufficient capacity, especially in existing upper division courses, to add this delivery flexibility and develop new courses.

g. Other staff.

A faculty advisory board will govern the program and provide academic advising to students. The inaugural advisory board will be drawn from the faculty committee that developed this program, and other faculty interested in supporting interdisciplinary degree completion efforts. Administrative support to coordinate the program, especially the intake of new students and assignment of faculty advisors, will be provided by the Office of Academic Affairs.

h. Adequacy of facilities, library, and other resources.

In addition to facilities at WOU's main campus that support this program, WOU is partnering with Chemeketa Community College to share space in CCC's downtown and Lancaster Avenue campuses, to ensure that this program is easily accessible to working adult learners in the evenings and on weekends in Salem. Our library electronic holdings can support off-site and distance education for our students, and librarians have a strong interest in contributing more directly to WOU's instructional mission.

i. Anticipated start date.

Pending approval by HECC and NWCCU, we anticipate beginning this program in Fall 2019.

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.

Western Oregon University's mission is to create lasting opportunities for student success through transformative education and personalized support. WOU is distinguished by its student-centeredness, personalized approach to education and a strong liberal education and the high value it places on its role as an access institution in Oregon. Our strategic plan calls for the university to:

- Strengthen programs that support graduates' career, professional, and graduate school preparedness (1.1.3)
- Provide intentional and effective transfer paths to graduation (1.2.2)
- Improve access to coursework for degrees, programs and certificates (1.2.3)
- Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways (2.1.4)
- Strengthen and expand community college partnerships to promote educational attainment (4.3.5)

The proposed AB degree in Liberal Studies embodies WOU's mission, values and strategic plan in that it provides a four-year degree path for an underserved population of students who have traditionally experienced barriers to timely completion of a four-year degree due to the career-related focus on their Associate's degree. The degree develops valuable, transferable skills (e.g., Written Communication, Quantitative Literacy, Diversity, Integrative Learning and Inquiry & Analysis/Critical Thinking) that complement the career-related skills developed in an Associate of Applied Science degree program. The program also opens the avenue for a building further partnership between WOU and community colleges, as we share the goal of seeing our students attain 4-year degrees and career success.

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.

The AB degree accounts for the non-traditional path AAS students take towards the completion of the undergraduate degree by treating the AAS field of study as the major/specialty area and providing the breadth of education and development of essential intellectual skills through structured upper division course work. This allows students to complete their four-year degree in a timely period, meet WOU's institution-wide student learning goals and acquire a valuable career-related credential (the AAS degree).

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;

Historically, the AAS degree has been a terminal degree in that it did not feed into an established four-year degree path. As a result, AAS degree holders face barriers to achieving a four-year degree. In turn, those barriers to degree attainment discourage AAS degree holders from pursuing additional education in a four-year setting where they can develop the kinds of skills highly valued by employers in managerial, supervisory and professional workers. Discipline-specific AB degrees (e.g., WOU offers AB degrees in Psychology, Gerontology, Computer Science, Information Systems and Economics) have opened the door to 4-year degrees to AAS degree holders, but the specialized nature of the existing AB degrees limits their appeal to students. The proposed upside-down degree offers a flexible path for a larger swath of AAS degree holders to seek further education and a four-year degree, and allows room for students to identify specific areas of interest and concentration.

ii. respond effectively to social, economic, and environmental challenges and opportunities; and

This program specifically responds to the challenges in achieving the state's 40-40-20 goal, with Associate of Applied Science degree holders facing significant barriers to achieving a traditional 4-year college degree in a timely and efficient manner. In addition, this program provides a path for working adults to develop transferable skills that prepare them to advance in management or supervision, to contribute even more to their communities, and to be a role model in their families, communities and workplaces for achievement of a 4-year degree.

iii. address civic and cultural demands of citizenship.

This degree provides working adults who have an Associate's degree in a career-related field the opportunity to develop, through a broad-based liberal education, skills essential to citizenship and contributions to civic life – diversity-related skills, critical thinking and quantitative literacy, written communication and transfer of knowledge to novel settings.

3. Accreditation

Liberal/General Studies is not a field in which accreditation is available.

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

4. Need

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

	Headcount projections, first 6 years of program					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Cohort 1 (18-19)	13.00	13.00	10.00	7.00	3.00	0.00
Cohort 2 (19-20)	0.00	20.00	20.00	15.00	10.00	5.00
Cohort 3 (20-21)	0.00	0.00	30.00	30.00	22.00	15.00
Cohort 4 (21-22)	0.00	0.00	0.00	30.00	30.00	30.00
Cohort 5 (22-23)	0.00	0.00	0.00	0.00	30.00	30.00
Cohort 6 (23-24)	0.00	0.00	0.00	0.00	0.00	30.00
Total	13.00	33.00	60.00	82.00	95.00	110.00

Projections are based on (1) estimates from our partner community colleges regarding their students' potential interest, (2) the program's location in the second-largest city in Oregon, and (3) the uniqueness of this program in OR for serving this presently underserved population of AAS degree holders. In addition, general studies degree completion programs with flexible delivery formats have grown quickly in other states (e.g., Montana), once potential students became aware of them.

	FTE projections (Average of 7 credits per term), first six years of the program					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Cohort 1 (18-19)	6.07	6.07	4.67	3.27	1.40	0.00
Cohort 2 (19-20)	0.00	9.33	9.33	7.00	4.67	2.33
Cohort 3 (20-21)	0.00	0.00	14.00	14.00	10.27	7.00
Cohort 4 (21-22)	0.00	0.00	0.00	14.00	14.00	14.00
Cohort 5 (22-23)	0.00	0.00	0.00	0.00	14.00	14.00
Cohort 6 (23-24)	0.00	0.00	0.00	0.00	0.00	14.00
Total	6.07	15.40	28.00	38.26	44.33	51.33

We assume that students will attend part-time (6-8 credits per term, so an average of 7 credits per term or 47% FTE), since they are working adults

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

	Graduate projections, first 6 years of the program					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Cohort 1 (18-19)	0.00	0.00	4.00	4.00	4.00	5.00
Cohort 2 (19-20)	0.00	0.00	0.00	5.00	5.00	5.00
Cohort 3 (20-21)	0.00	0.00	0.00	0.00	7.00	7.00
Cohort 4 (21-22)	0.00	0.00	0.00	0.00	0.00	7.00
Cohort 5 (22-23)	0.00	0.00	0.00	0.00	0.00	0.00
Cohort 6 (23-24)	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	4.00	9.00	16.00	24.00

To account for variable pace through the program and likely part-time attendance, we assume that 25% of the cohort will graduate in each of years 3, 4, 5 & 6 in the program. Projections are based on the assumption that students will attend part time (6-8 credits per term) and that they will complete the program in 90 credits.

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

We anticipate serving primarily Oregon residents who are working adults. These may be understood as non-traditional by several definitions. By program design, the AB in Liberal/General Studies will not serve first-time freshman, nor will it serve students who have completed an academic transfer degree (e.g., AAOT). We expect most of our students to be attending part-time while they work in their career-related fields. Some students may attend full-time, if they can allocate sufficient time to coursework or if they proceed directly from an AAS degree to full-time attendance at WOU in the AB in Liberal/General Studies degree program.

d. **Evidence of market demand.**

Oregon has almost 200,000 adults aged 25-64 who have earned a two-year Associate Degree but have not completed a 4-year degree. Each year over 3000 students earn AAS, specialized or equivalent degrees from community colleges in WOU's broader region: Chemeketa, Linn Benton, Lane, Mt Hood, Portland, Clackamas and Central Oregon. At Chemeketa alone, 478 students completed an AAS, specialized or equivalent degree in 2015-16.

	Associate's Degrees awarded at seven main feeder CC's for WOU, 2015-16		
	Transfer	AAS, Specialized or Equivalent	Total
Central Oregon Community College	533	293	826
Chemeketa Community College	1058	478	1536
Clackamas Community College	517	311	828
Lane Community College	941	445	1386
Linn Benton Community College	262	389	651
Mt Hood Community College	342	684	1026
Portland Community College	2237	1210	3447
TOTAL for seven primary feeder CCs	5890	3810	9700

IPEDS data: https://nces.ed.gov/collegenavigator/	
1% of AAS degree recipients	38.1
2% of AAS degree recipients	76.2
5% of AAS degree recipients	190.5
5% of CCC AAS degree recipients	23.9
10% of CCC AAS degree recipients	47.8

WOU is ideally located geographically to offer this program, given its proximity to the seat of Oregon’s state government in Salem.

The combination of career-related technical skills and the essential skills of a liberal education will serve graduates going forward in a world where the economy, culture, demographics, jobs and societal needs are changing rapidly⁷.

- 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 other Oregon public universities offer this program in the Willamette valley. While on-line degree completion programs are available, the proposed program’s hybrid format serves students who seek face-to-face contact with faculty and other students as part of their degree completion program.

- 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?**

This program has been developed for working adults who hold an Associate of Applied Science degree in a career-related field. The AAS degree positions graduates to enter a workplace in a job that requires post-secondary training, but often those without a 4-year degree find themselves with limited opportunities for advancement to supervisory or managerial fields. The AB degree will develop intellectual and soft skills sought by employers across a range of economic sectors (ref to AACU,

⁷ https://www.washingtonpost.com/news/wonk/wp/2017/05/01/millennials-arent-robot-proof/?utm_term=.442db5a8b518

etc), strengthen performance in the student's current workplace, and provide opportunities for graduates to advance in their fields.

5. Outcomes and Quality Assessment

a. *Expected learning outcomes of the program.*

Learning goals

The AB in LS will enable students to meet WOU's General Education learning outcomes. The program also draws on learning outcomes related to academic goal-setting, planning and reflection from WOU's most flexible BA/BS degree program – Interdisciplinary Studies (IDS).

- AB-LS1: Practice different and varied forms of knowledge, inquiry, and expression that frame academic and applied learning (GE1: Intellectual Foundations and Breadth)
- AB-LS2: Articulate the challenges, responsibilities and privileges of belonging in a complex, diverse, interconnected world (GE2: Citizenship)
- AB-LS3: Demonstrate the ability to evaluate information and develop evidence-based conclusions. (GE 3: Critical Thinking);
- AB-LS4: Integrate perspectives and strategies across disciplines to answer questions and solve problems. (GE 4: Multi-disciplinary learning);
- AB-LS5: Demonstrate reflection and self-assessment in completing the self-defined, multidisciplinary program of study that achieves your learning goals (Program-specific)

Students will achieve these outcomes through a curricular structure that ensures a balance between breadth and depth of exposure. Breadth is ensured through engagement with approaches to building knowledge. Pre-requisites for upper division courses, along with the requirement for 62 upper division credits, will lead to individualized programs of study where students go into some depth in a variety of disciplines.

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

Who assesses: An Advisory Board of faculty representing diverse disciplines guides the AB in LS program and is responsible for establishing and assessing learning outcomes, and adapting the curriculum in response to assessment.

What is assessed and how: The primary data source for assessment is the project completed in the capstone course (AB-LS2, AB-LS3, AB-LS4), and related reflections (AB-LS5); secondary data sources include portfolios from the required Writing and Mathematics courses and summary data on the distribution of courses students complete relative to

approaches to knowledge and WOU's undergraduate learning outcomes (AB-LS1). With respect to the outcomes demonstrated in the capstone projects (multi-disciplinary learning, critical thinking, citizenship), the program draws elements from LEAP VALUE rubrics for Global Learning, Intercultural Knowledge and Competence, Critical Thinking, Inquiry & Analysis, and Integrative Learning to establish common standards for student performance, and facilitate and track student achievement of the program's learning outcomes. With respect to foundational skills, student work is assessed against the standards and levels of achievement in a modified rubric based on the Written Communication and Quantitative Literacy LEAP VALUE rubrics. Finally, we will assess the effectiveness of the curriculum at directing students to diverse areas of study through examination of course-taking patterns of students.

How is continuous improvement ensured: The AB in LS Advisory Board reviews assessment findings from the previous year in the fall. Curricular adjustments (e.g., requirements, courses offered in the thematic units) are then proposed, discussed and considered for implementation, based on areas where our students' learning shows room for improvement.

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

Faculty who serve on the Liberal Studies Advisory Board have appointments in academic divisions, and are expected to meet the scholarly standards of their divisions. Per the WOU-WOUFT collective bargaining agreement, scholarly expectations of faculty at WOU are expressed through the Boyer model of scholarship, where faculty can demonstrate scholarly achievement in the scholarship of discovery, application, integration and teaching & learning. All tenure-track WOU faculty are expected to maintain engagement in at least one of these modes of scholarship.

6. Program Integration and Collaboration

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

Liberal Studies is also sometimes referred to as General Studies, Interdisciplinary Studies or Multi-disciplinary Studies. The following Oregon public universities offer BA and/or BS degrees in Liberal Studies (or similar programs): Western Oregon University (Interdisciplinary Studies), Oregon State University (Liberal Studies), Southern Oregon University (Interdisciplinary Studies), Eastern Oregon University (Integrative Studies), Portland State University (Liberal Studies). Neither OIT nor UO offers a similar degree at the undergraduate level. Of the

programs listed above, the Liberal Studies models at PSU and OSU are closest to what WOU proposes in curricular philosophy.

That said, no Oregon universities offer the Applied Baccalaureate or “upside down” degree in this area.

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 program complements other Liberal Studies, Interdisciplinary Studies and Integrative Studies programs in the state by (1) offering the first viable and efficient 4-year path for AAS degree holders, (2) filling the need for a flexible delivery, public university program targeting working adults in Salem and surrounding areas, and (3) complementing the existing BA/BS degree in Interdisciplinary Studies at WOU, which serves college students pursuing a more traditional path through college.

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

The AB in Liberal/General Studies does not plan to formally collaborate with other similar programs across the state. It is the nature of Liberal, Interdisciplinary, General and Integrative studies programs to largely draw on existing programmatic offerings at their home institutions. That said, as long as students satisfy WOU’s residency and upper division requirements for graduation, there is no reason why they cannot petition to transfer courses taken at other institutions into the AB in Liberal/General Studies program.

Budget Outline Form: Year 1

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 Years: 2018-2021

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)	42000					42000
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	10000					10000
Fellowships/Scholarships						
OPE	35054					35054
Nonrecurring						
Personnel Subtotal	87054					87054
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	2000					2000
Equipment						
Other Expenses	12000					12000
Other Resources Subtotal	14000					14000
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	0					0
GRAND TOTAL	101054					101054

Budget notes: (1) We have budgeted for the cost of NTT's to teach courses or replace faculty who teach courses in the program. 50% of the instructional cost is estimated to be new costs to the university, with the remainder reallocated from existing units with excess teaching capacity. (2) S&S includes stipends and travel costs for participating faculty.

Budget Outline Form: Year 2

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

	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)	54000					54000
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	10000					10000
Fellowships/Scholarships						
OPE	38774					38774
Nonrecurring						
Personnel Subtotal	102774					102774
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	2000					2000
Equipment						
Other Expenses	15150					15150
Other Resources Subtotal	17150					17150
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	0					0
GRAND TOTAL	119,924					119924

Budget notes: (1) We have budgeted for the cost of NTT's to teach courses or replace faculty who teach courses in the program. 50% of the instructional cost is estimated to be new costs to the university, with the remainder reallocated from existing units with excess teaching capacity. (2) S&S includes stipends and travel costs for participating faculty.

Budget Outline Form: Year 3

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

	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)	89039					89039
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	20000					20000
Fellowships/Scholarships						
OPE	65702					65702
Nonrecurring						
Personnel Subtotal	174471					174471
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	2000					2000
Equipment						
Other Expenses	18937					18937
Other Resources Subtotal	20937					20937
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	0					0
GRAND TOTAL	195408					195408

Budget Outline Form: Year 4

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

	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)	89039					89039
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	20000					20000
Fellowships/Scholarships						
OPE	65702					65702
Nonrecurring						
Personnel Subtotal	174471					174471
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	2000					2000
Equipment						
Other Expenses	18937					18937
Other Resources Subtotal	20937					20937
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	0					0
GRAND TOTAL	195408					195408

ASAC, Proposal for a new degree program: Graduate Certificates in

Interpreting Studies: Educational Interpreting

Interpreting Studies: Research

Interpreting Studies: Professional Practice

The Division of Deaf Studies and Professional Studies proposes the development of three Graduate Certificate programs in Interpreting Studies. The primary objectives of the certificate programs are to:

Provide professional interpreters with the opportunity for growth and development.

Provide opportunities for professional interpreters to participate in observation, practice, and supervision.

Fulfill national need for professional interpreters to earn Continuing Education Units to maintain certification and/or licensure.

The development of graduate certificate programs in Interpreting Studies at Western Oregon University demonstrates the university's commitment to promoting high standards and responding to employment market trends. Interpreting professionals are required to maintain credentials by earning continuing education units. By offering a certificate program in Interpreting Studies, the division seeks to address the need that interpreters and interpreter educators nationwide have for professional development. Each certificate package may be applied to the MA in Interpreting Studies, should students wish to pursue a masters degree.

Eligibility to participate in the graduate certificate programs will be admission to WOU's Graduate program and/or interpreting experience. The curriculum for these certificates is existing curriculum offered as part of the M.A. degree in Interpreting Studies.

The proposed degree program received Faculty Senate Approval on February 13, 2018 and the proposal is supported by the dean and provost. The WOU Academic and Student Affairs Committee met on April 3, 2018 to review the proposal.

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of new graduate certificate programs in Interpreting Studies as included in the docket materials.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: Deaf Studies and Professional Studies

Degree and Program Title: Three Graduate Certificates in Interpreting Studies

Educational Interpreting

Research

Professional Practice

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) numbers.

“16.0103 Language Interpretation and Translation. A program that prepares individuals to be professional interpreters and/or translators of documents and data files, either from English or (Canadian) French into another language or languages or vice versa. Includes intensive instruction in one or more foreign languages plus instruction in subjects such as single- and multiple-language interpretation, one- or two-way interpretation, simultaneous interpretation, general and literary translation, business translation, technical translation, and other specific applications of linguistic skills.”

From: <https://nces.ed.gov/pubs2002/cip2000/cip2000.asp?CIP2=16.0103>

- b. 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.

Western Oregon University proposes the development of Graduate Certificate programs in Interpreting Studies. The primary objectives of the certificate programs in Interpreting Studies are to:

- Provide professional interpreters with the opportunity for growth and development.
- Provide opportunities for professional interpreters to participate in observation, practice, and supervision.

- Fulfill national need for professional interpreters to earn Continuing Education Units to maintain certification and/or licensure.

The development of certificate programs in Interpreting Studies at Western Oregon University demonstrates the university’s commitment to promoting high standards and responding to employment market trends. Interpreting professionals are required to maintain credentials by earning continuing education units. WOU's Division of Deaf Studies and Professional Studies will offer several graduate certificate packages for interpreters and interpreter educators. By offering a certificate program in Interpreting Studies, the division seeks to address the need that interpreters and interpreter educators nationwide have for professional development. Each certificate package may be applied to the MA in Interpreting Studies, if students wish to pursue a degree.

Eligibility to participate in the graduate certificate programs will be admission to WOU’s Graduate program and/or interpreting experience.

- c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

Each graduate certificate in Interpreting Studies is comprised of a unique package of existing courses leading to professional development specialization and, if the student wishes to pursue a degree, may be applied to the MA in Interpreting Studies at WOU. Students are expected to complete a minimum of 12 graduate credits in order to earn a graduate certificate at WOU. The graduate certificates in this proposal range in number of credits from 15 to 18. We expect to add more certificate programs in the near future and as demand dictates.

**Graduate Certificate in Interpreting Studies
Curriculum -- Course Numbers, Titles, and Credits**

Graduate Certificate 1. Educational Interpreting

Course Numbers	Titles	Credit Hours
INT 630	Communication in a Practice Profession	3
INT 677	Intrapersonal Aspects of Interpreting	3
DHHE 623	Academic Discourse in Deaf and Hard of Hearing Education	3
DHHE 646	Assessment Practices & Principles	3
DHHE	Elective	3
INT 610	Internship	3
TOTAL		18

Graduate Certificate 2. Research

Course Numbers	Titles	Credit Hours
INT 612	Proseminar	1
INT 633	Research and Writing	3
INT 635	Action Research in Interpreting	3
INT 645	Research on Translation and Interpretation	3
INT 609	Practicum	2
INT	Elective	3
TOTAL		15

Graduate Certificate 3. Professional Practice

Course Numbers	Titles	Credit Hours
INT 615	Communication for Interpreters	3
INT 618	Ethics and Professional Practice	3
INT 625	Becoming a Practice Profession: The History of Interpreting and Interpreter Education	3
INT 630	Communication in a Practice Profession	3
INT 677	Intrapersonal Aspects of Interpreting	3
INT 610	Internship & Portfolio	3
TOTAL		18

The following table includes descriptions of existing courses in the MA in Interpreting Studies that will apply to graduate certificates.

Course Numbers	Titles	Credit Hours	Course Descriptions
<i>Interpreting Courses</i>			
INT 615	Communication for Interpreters	3	In this course, students will examine interpersonal communication and discuss the role of an interpreter. Students will practice and apply principles of invention, organization, language, and delivery with focus on the development of skill and confidence in interpersonal communication (e.g., varied contexts/styles/ registers/topics) in English and in ASL. Students analyze and evaluate speeches in public settings; critically study invention, arrangement, and style.
INT 618	Ethics and Professional Practice	3	Students examine Demand-Control theory and its relevance to occupational health, implications on stress, work effectiveness, and ethical decision-making. They will also

			examine demand-control schema and its application to interpreting as a practice profession. Students research and identify the elements of supervision as practitioners as well as mentors/instructors (constructive dialogue to improve the interpreting work product). In this course, students examine current professional and ethical decision-making practices, and explore the application of demand-control schema to professional and ethical practices.
INT 625	Becoming a Practice Profession: The History of Interpreting and Interpreter Education	3	In this advanced course, students examine the theory, practice, application, and evaluation of translation studies and the application to translation work between signed and spoken languages, in general, and, specifically, between ASL and English. DC-S supervision is applied to translation tasks and performances.
INT 630	Communication in a Practice Profession	3	In this course, students will practice and apply the principles of interpretation/translation to interpersonal communication via the demand control schema constructs. Students will incorporate the practicum observations, supervision sessions (case conferencing) and hands-up practice to enhance students' skills in decision-making around meaning transfer, ethical dilemmas, and interpersonal communication.
INT 677	Intrapersonal Aspects of Interpreting		Explores intrapersonal aspects of interpreters as people, as members of a community, as members of a profession and as interpreters. Includes an in-depth exploration of how the inner landscape of a professional impacts the consumers who are served and how to respond to that reality.
INT 610	Internship & Portfolio	3	Provide interpreting students the opportunity to demonstrate interpreting, teaching and other professional competencies acquired during their training. Interns will have supervision by appropriately trained and credentialed professionals.

Course Numbers	Titles	Credit Hours	Course Descriptions
<i>Research courses</i>			
INT 612	Proseminar	1	Provides a foundation for inquiry about interpreting studies issues through critical reading, analytical writing, and thoughtful, collegial discussion. Students will receive general training relevant to graduate work in interpreting studies, such as technical writing, sampling and experimenting with technology used during the program.
INT 633	Research & Writing: Translation and Interpretation	3	Students will examine the traditions and theories of both quantitative and qualitative research and evaluate methods, findings, and implication of research studies. Students will critique and produce scholarly writing.
INT 635	Action Research: Translation and Interpretation	3	This course introduces students to the principles and processes of action research, a form of self-reflective inquiry by practitioners on their own practice. The goals of action research are to better understand and to improve practice. Students develop skills in data collection, analysis, interpretation, as well as the verbal and written presentation of research.
INT 645	Research on Translation and Interpretation	3	Students research translation and interpretation theory. They examine and evaluate scholarship, research methods, findings, and implications. Students begin conducting a research project that is qualitative, quantitative, and/or action based.
INT 609	Practicum	2	Students will engage in practicum experiences.

The course descriptions below consist of the DHHE courses required to complete the Graduate Certificate in Educational Interpreting

<i>Deaf and Hard of Hearing Education</i>			
DHHE 623	Academic Discourse in Deaf and Hard of Hearing Education	3	Strategies for delivering instruction in ASL discourse. Students are encouraged to build on their ASL skills to effectively teach concepts in their content area. Topics include target vocabulary for effective transmission of information, curriculum development and

			assessment of language. This course will support future ED-TPA concerns.
DHHE 646	Assessment Practices & Principles	3	Students will focus on the use of assessment as a tool for monitoring student progress in deduction. Formative and summative assessment strategies will be discussed, with the emphasis of reliability and validity in the generation of data. Collection of data to monitor present levels of performance and IEP goals will be discussed. There will be discussion of standardized testing and Common Core State Standards.

- d. 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 degree program will be housed within the College of Education. To meet the needs of working interpreters and interpreter educators around the state and nationwide, this program will be online. Students will take online courses during the academic year and will come to campus to fulfill residency requirements during the summer sessions.

Students participating in the graduate certificate programs and students in the MA in Interpreting Studies program will move through the courses together. All courses are part of the MAIS or proposed graduate certificate programs. Class sizes will be maintained between 6 and 18 students.

Course Sequence

Part-time Plan of Study for Graduate Certificates in Interpreting Studies

Students participating in the graduate certificate programs are expected to be on a part-time plan. Courses offered during summer term will take place, in part, on site at WOU. All others will take place completely online. The following is a suggested sequence. With the exception of 610, students may take courses in any sequence.

Graduate Certificate 1. Educational Interpreting

Year 1

Summer	Fall	Winter	Spring
	INT 630: Communication in a Practice Profession (3)		DHHE 623: Academic Discourse in Deaf and Hard of Hearing Education (3)
			DHHE 646: Assessment Practices & Principles (3)

Year 2

Summer	
INT 610: Internship & Portfolio (3)	INT 677: Intrapersonal Aspects of Interpreting (3)

Graduate Certificate 2. Research

A three-credit elective may be taken any term.

Year 1

Summer	Fall	Winter	Spring
INT 612: Proseminar (1)	INT 633: Res & Writing (3)	INT 635: Action Res (3)	INT 609: Practicum (2)
INT 645: Research on Translation and Interpretation (3)			

Graduate Certificate 3. Professional Practice

Year 1

Summer	Fall	Winter	Spring
INT 618: Ethics & Professional Practice (3)	INT 630: Communication in a Practice Profession (3)	INT 610: Internship & Portfolio (3)	
	INT 625: Becoming a Practice Profession: The History of Interpreting and Interpreter Education (3)		

Year 2

Summer	
INT 677: Intrapersonal Aspects of Interpreting (3)	INT 615: Communication for Interpreters (3)

e. Adequacy and quality of faculty delivering the program.

The faculty who will be delivering this program are highly qualified. They are current with the research and best practices in their field, and approach teaching and learning with a constructivist philosophy, current research, theory, and effective practices in interpretation.

Dr. Elisa Maroney, Ph.D., NIC, CI, CT, Ed: k-12, ASLTA Qualified, is a tenured professor. She teaches a 9 to 12-credit load each term, and shares curricular and advising responsibilities. Dr. Maroney holds a Ph.D. in Linguistics from the University of New Mexico. She served as a member of the Oregon Educational Interpreter Working Group from 1993 when she arrived in Oregon to coordinate the Summer Interpreter Education Program to 2011. She was also a member of the RID-EIPA task force that made the historic and profession-changing recommendation to the RID Board of Directors that an EIPA Level 4.0 or higher and a passing score on the EIPA written test should be granted certified membership status. The RID Board approved the recommendation, a decision that greatly benefits the field of educational interpreting (RID, 2006). She has been selected to act as a Meta-Facilitator at the RID 2017 LEAD Together Conference, one of 5 across the country. Dr. Maroney was selected to be one of thirteen Commissioners on the Commission on Collegiate

Interpreter Education, joining the first accrediting body for interpreter education programs and the first group of Commissioners in 2006. She served the Commission as President from June 2011 to December 2013 followed by a 2-year term as Immediate Past President. She spent the 2015-2016 year on sabbatical leave teaching at the University of Education, Winneba, Ghana. She was the Project Director for the ASL/English Interpreting Program grant (H325K110246) from 2011 to 2015 when she left for Ghana. She is again serving in that role as the grant comes to a close. She has served on the Friends of the Oregon School for the Deaf Council since 2015.

Dr. Patrick Graham, Ph.D., is an assistant professor at Western Oregon University. He coordinates the Deaf and Hard of Hearing Education Teacher Preparation Program. Dr. Graham was born deaf to hearing parents and has a deaf sister. He attended the Rochester Institute of Technology from 1999 to 2005, and graduated with a BS in Multidisciplinary Studies, and a MS in Deaf Education. He then taught Kindergarten for six years at the Phoenix Day School for the Deaf. In 2011, he decided to return to his studies and obtained a doctorate in Educational Theory and Practice with a focus in Early Childhood Education in 2014.

His research interests are in collaborative dialogues, literacy, bilingual and multicultural education. His dissertation focused on how educational professionals need to be aware of their social spaces and approaches to create optimal educational opportunities for deaf and hard of hearing children. Patrick has given multiple presentations and trainings in countries all over the world in the field of early childhood deaf education. He is also one of the co-founders of the National Deaf Education Conference, which explores all different areas of deaf education and how to increase academic and social opportunities for all deaf children in the world.

Vicki Darden, MA, CI, CT, NAD IV - Advanced has been a Visiting Assistant Professor since 2015 and adjunct faculty member from 2005 to 2015, teaching full time in the undergraduate and graduate Interpreting Studies programs. Ms. Darden has completed coursework for a Ph.D. in Education with an emphasis on Educational Technology. She is currently completing her dissertation, "Perceptions of Digital Citizenship in Interpreter Education." Ms. Darden's undergraduate and master's degrees are in the field of interpreting studies. She holds the Certificates of Interpretation and Transliteration from the Registry of Interpreters for the Deaf (RID), and a Level IV – Advanced certification from the National Association of the Deaf (NAD). Ms. Darden served on the national RID Video Interpreting Committee and helped to write the Standard Practice Paper on Video Relay Service interpreting. She has also served as

president and in other executive officer roles on RID Affiliate Chapters in two states.

Amanda R. Smith, MA, NIC-Master, CI/CT, Ed: k-12, SC:L, holds an Associate of Applied Science in Sign Language Interpreting from Johnson Community College, a Bachelor of Science in Organizational Management and Leadership from Friends University, and a Masters in Interpreter Pedagogy from Northeastern University. She has served as a faculty member in the Division of Deaf Studies and Professional Studies since 2007. She currently chairs the Division and teaches in the undergraduate ASL/English Interpreting and Master of Arts in Interpreting Studies programs. In addition to her work at WOU, Ms. Smith continues to engage in the community with interpreters and other professionals, facilitating reflective art practices for professional development. She has been selected to act as a Meta-Facilitator at the RID 2017 LEAD Together Conference, one of 5 across the country.

f. Adequacy of faculty resources – full-time, part-time, adjunct

In addition to the three full-time tenure line faculty listed below, Sarah Hewlett, serves as the Placement and Outreach Coordinator for the interpreting programs networking and establishing relationships with community partners (in Oregon and beyond) allowing students to intern across the country.

Elisa Maroney, Professor, Deaf Studies and Professional Studies

Patrick Graham, Assistant Professor, Deaf Studies and Professional Studies

Vicki Darden, Visiting Professor, Deaf Studies and Professional Studies

Amanda Smith, Associate Professor, Chair, Deaf Studies and Professional Studies

Part-time adjunct faculty will be used as needed. The program has a strong network of adjunct faculty who teach graduate level interpreting studies courses. Due to the online nature of many of the courses, highly qualified interpreter education faculty are available nationwide to teach courses.

g. Other staff

The graduate program in Interpreting Studies has a coordinator, whose duties include public relations, recruiting/advising students, scheduling coursework, updating administration on the program, and monitoring completion progress of participants. Each student has an academic advisor, an individual program plan, ongoing advising, and dissertation supervision.

One full-time administrative assistant staffs the Division of Deaf Studies and Professional Studies. She supervises student workers and Graduate Assistants, as needed.

h. Adequacy of facilities, library, and other resources

The Division of Deaf Studies and Professional Studies recently moved into the new Richard Woodcock Education Center. The building features 20 classrooms, numerous conference rooms and a digital production studio space. Each classroom is equipped with the full array of today's state of the art technology (e.g., projectors, document cameras, sound system, RF assistive listening technology). A number of classrooms also house Smartboard interactive monitors, video conferencing, and additional induction loop assistive listening systems.

There are two Mac labs and one PC lab, each with 24 computers, with one of these labs designated as a language lab. The digital production space has a Tricaster video switcher with virtual set capabilities, studio quality lighting, three professional studio cameras, and video streaming capabilities. Four classrooms have the ability to remotely connect the cameras to the digital production studio.

The collection of library materials held by WOU is very adequate to support graduate certificate programs in Interpreting Studies. Hamersly Library contains more than 1080 books and videos related to interpreting. Of these, 20% have a publication date in the last 7 years. Students at WOU also have access to the content of more than 55 journals related to this field, most of which are in an electronic format. WOU also subscribes to several citation databases that may be utilized by students in the major, including Academic Search Premier, Communications and Mass Media, Education FullText, ERIC, and PsychINFO.

WOU was a founding member of the Orbis consortium and is a full and active participant in the successor organization, the Orbis Cascade Alliance. A key value of membership in the Alliance is to make available to WOU students and faculty a union catalog of books, periodicals, and other formats. The Summit Union Catalog is comprised of 9.2 million titles, representing 28.7 million items. WOU students may borrow materials directly from this vast collection with an average delivery time of 1.7 days.

The facilities and equipment needed to initiate the program are in place and at a level of acceptable quality. They include the following: accessible faculty office space in the Education Building; video recording and other media services, including the Language Media Center; duplicating services, computer, printer, and related repair/support services; adequate and accessible classrooms, including Smart classrooms; online course infrastructure using Moodle; standard office supplies and video phones for

deaf. The program courses will be offered during summer session and online, so no new classroom space is needed. In year two of the program, one additional faculty office will be needed.

WOU has housed programs to prepare professionals to serve deaf and hard of hearing for over thirty years. Because of the many technical and educational resources currently in place to serve these related efforts, WOU is in a position to initiate the proposed program without the purchase of additional materials or equipment.

We also have a state of the art computer lab in Richard Woodcock Education Center, and 11,000 lines of Internet wiring in this building, which can provide clear online delivery to students.

i. Anticipated start date.

We anticipate that the program will start in summer 2018.

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.

Western Oregon University's mission is as follows, "Western Oregon University creates lasting opportunities for student success through transformative education and personalized support."

The new graduate certificates in Interpreting Studies aligns closely with WOU's mission by creating and offering students the opportunity to advance their knowledge about interpreting practice, teaching and supervision, and scholarship. The graduate certificate programs will continue the personalized support and mentoring that has been offered to interpreting students since WOU began offering interpreter education in 1976. This new program endeavor is the next step in inspiring, thought-provoking educational experiences for interpreting students, practitioners, and educators and the faculty who teach in the Interpreting Studies program. This program connects and engages WOU, the Division of Deaf Studies and Professional Studies, and the Regional Resource Center on Deafness with the local, regional, and national communities by providing programs that are accessible to a broad range of prospective students.

The primary goals of the graduate certificate programs in Interpreting Studies are:

- To develop highly qualified interpreter educators for a continuous demand.
- To develop leaders in the field of interpreting, including mentors and coaches, teachers, supervision leaders, and specialists.

- To provide professional interpreters with the opportunity for growth and development beyond the levels currently available.
- To provide opportunities to conduct research and contribute to the growing body of scholarly work in the field of interpreting.
- To provide opportunities for future interpreter educators to participate in observation, practice, and supervision.
- Fulfill national need for professional interpreters to earn Continuing Education Units to maintain certification and/or licensure.

Since the establishment of the Regional Resource Center on Deafness in 1972, WOU has come to be viewed as a major institution for the preparation of education, signed language interpretation, and mental health and rehabilitation specialists focusing on individuals who are deaf or hard of hearing or who serve individuals who are deaf or hard of hearing. The establishment of the proposed graduate certificate programs would be consistent with WOU's institutional identity, strategic plan, and long-term mission by establishing a means for students to succeed beyond their current levels, providing opportunities for academic excellence through advanced scholarly work, continued community engagement through action and social research within a community of practice, accountability through open source publication of research, a sustainable stewardship by providing opportunities for leadership in teaching, research, and supervision.

- 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.

Assuring Access: The program has been designed to address the needs of the place-bound student, who is interested in non-traditional delivery options, such as distance and courses that are short in duration. The full-time program will be online during the academic year with short-term, face-to-face on-campus residency components that will occur during the summer session.

Assuring Diversity: The degree programs housed in the Division of Deaf Studies and Professionals Studies within the College of Education use recruitment strategies that typically achieve higher rates of students with diverse backgrounds than the University as a whole. For example, the M.A. in Interpreting Studies program records demonstrate that the program achieved enrollment of 21% ethnic minority students and 4% students who were deaf or hard of hearing. A third under-represented group in the interpreting field, males, attend the program at the rate of only 7%. Recruitment of all three groups will remain a focus in coming years. In terms of supporting under-represented and non-traditional students, we will actively recruit men to the Interpreting Studies graduate certificate

programs to achieve a gender balance and to support efforts for gender match of interpreters and interpreter educators. WOU also takes great pride in the high record of students on our campus who will be the first in their family to graduate from a 4-year university. We will encourage this population of students to consider the graduate programs in Interpreting Studies.

The Interpreting Studies faculty are aware that graduates will be faced with teaching students and interpreting for individuals who have disabilities, students whose first language is not English or ASL, and students whose core values and culture may be different from their own. The WOU College of Education is dedicated to producing students, who are not merely aware of cultural, ethnic, and ability differences, but who have the skills to serve diverse students, the values to welcome that diversity, and the courage to speak out against any form of discrimination. More specifically, the Interpreting Studies curriculum demonstrates that the program is preparing students with the knowledge, skills, experience, and commitment to be effective with the diverse population they will meet.

Quality Learning

Key systems of maintaining accurate data on which to base program modifications include: 1) a program Advisory Committee, 2) a comprehensive evaluation strategy, 3) staff involvement on state and national interpreter planning and advisory groups, and 4) instructors who are dedicated to the implementation of best teaching theory and practices in the Interpreting Studies program curriculum.

The program is also designed with rigorous entry and exit requirements. In addition to the university's graduate studies requirements for admission, depending upon the graduate certificate they are pursuing, students must meet program specific requirements that vary and may include:

- Native fluency in one of their working languages;
- At least five years of language acquisition in their second working language;
- Bachelors degree in related field (e.g. Interpreting, Translation, Spanish, ASL Studies, Linguistics or Interdisciplinary Studies);
- Foundational theory and knowledge in translation and interpretation studies;
- Two to five years of experience translating and/or interpreting, and/or national certification;
- Documented experience with mentoring, teaching, and/or training (e.g., mentoring contract, résumé and letters of recommendation)

Finally, the program personnel recognize the importance of on-going program assessment and evaluation. Their approach is multi-tiered, including qualitative and quantitative measures that are formal and

informal, summative and formative, public and confidential.

Research and knowledge creation and innovation

To assure that the program maintains high-quality, rigor, and thoroughness, the program faculty maintain involvement in state, national, and international organizations, and a strong foundation in current research, teaching, and subject matter. They are committed to their own continuing professional development and the significance of remaining current with research pertinent to the disciplines of interpreting, teaching, and researching. They also recognize the importance of external review and will seek Commission on Collegiate Interpreter Education (CCIE) accreditation for the graduate certificates in Interpreting Studies when and if appropriate (currently, the CCIE does not accredit graduate programs). They are currently pursuing program review by the American Translators Association.

Economic and cultural support of Oregon and its communities

These programs demonstrate Oregon's commitment to accessibility by providing affordable online programs that will serve many of the rural and remote members of the Oregon community. The proposed program will be offered using online technology and methodology.

The proposed program will meet the growing demand nationwide for qualified interpreters and interpreter educators. The increase in interpreter leaders and educators will indirectly help to meet the growing demand in Oregon (and nationwide) for interpreter practitioners, enhancing Oregon's (and the nation's) capacity to respond effectively to social, economic, and environmental challenges that face the field of interpreting on a daily basis.

The United States Bureau of Labor Statistics states that the "Employment of interpreters and translators [signed and spoken] is projected to grow 29 percent from 2014 to 2024, much faster than the average for all occupations. Employment growth will be driven by increasing globalization and by large increases in the number of non-English-speaking people in the United States. Job prospects should be best for those who have professional certification" (retrieved from <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm> on October 13, 2017).

Currently, the larger interpreting agencies and VRS (Video Relay Services) call centers have established mentoring programs to ready interpreters for work in the community and as VRS interpreters. The development of WOU's programs would help address the need for more highly qualified interpreters. Additionally, this program would produce interpreter educators and scholars who would be able to contribute to the

expansion of WOU's Interpreting Studies Bachelor's and Master's degree programs as well as serve to expand the available interpreter education programs in Oregon, the northwest, and the nation.

- 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;

The proposed program will meet the growing demand in Oregon (and nationwide) for qualified interpreters and interpreter educators, enhancing Oregon's (and the nation's) capacity to respond effectively to social, economic, and environmental challenges that face the field of interpreting on a daily basis.

- ii. respond effectively to social, economic, and environmental challenges and opportunities; and

The majority of interpreters who are employed in Oregon, work in K-12 educational settings either exclusively or part-time. The Oregon Department of Education (ODE) has implemented an OAR (581-015-2035) that raised the minimum standards for educational interpreters. As of July 2008, they must:

- Hold a Registry of Interpreters for the Deaf (RID) National Interpreter Certificate (NIC), Certificate of Interpretation (CI) or a Certificate of Transliteration (CT); or
- Achieve a rating of 3.5 or higher on the Educational Interpreter Performance Assessment (EIPA) and hold an Associate's or Bachelor's degree or pass the EIPA Knowledge test.

The certificate programs will take the field one step closer towards the ODE effort to professionalize and raise the standards for interpreters working in educational settings by creating graduates who will provide the leadership and mentorship to move educational interpreters toward achieving national certification.

This OAR also states that educational interpreters must complete continuing professional development.

Each sign language interpreter must complete and document 12 seat hours of continuing professional development related to sign-language interpretation each school year that the sign language interpreter is employed by or working under a contract for a public school in Oregon. A public school may only employ or contract for the services of sign language interpreters that

meet this continuing professional development requirement (OAR 581-015-2035).

Graduate certificate programs offer an alternative approach to meeting this professional development requirement.

With the onset and continuing success and growth of VRS, the nationwide need for qualified interpreters in both the community and in VRS settings has expanded into Oregon. The need for interpreters in Oregon's Deaf community to continue to work face-to-face with Deaf and hearing consumers is great. The VRS call centers are also seeking to hire qualified interpreters. This is not only true in Oregon, but nationwide, as well.

The interpreting field is predominantly white and female; yet, the Deaf community would be served better by a more diverse workforce. By offering the programs online, the programs may entice a more diverse student population.

- iii. address civic and cultural demands of citizenship.

The Interpreting Studies program employs the demand control schema as the framework for instruction and discussion of the task of interpreting. This schema places particular emphasis on observing the world and observing people's interactions in the world. This approach requires interpreters to be aware of other individual's thought worlds, perspectives, cultural implications of communication, and situational circumstances. They must also identify and consider how other individual's thought worlds, perspectives, cultural implications of communication, and situational circumstances would affect the interpreter's ability to distill and convey meaning in the interpreted event. This broad view of communication and human interaction provides opportunities for students to assess and appreciate the uniqueness of the individuals around them whether in an interpreting assignment or not.

Accreditation

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

The Commission on Collegiate Interpreter Education (CCIE), established in 2006, has standards for interpreter education programs. As such, the

CCIE Standards are being adhered to as the program is being developed. (See <http://ccie-accreditation.org/> for the CCIE Standards.)

- 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.

We are designing the program with the CCIE Standards in mind. In order to qualify for accreditation, the graduate program in Interpreting Studies at WOU must have graduated at least one cohort group. Therefore, we would not be eligible for the self-study review process until the end of year two when a cohort group has completed the program, if the CCIE were to begin awarding accreditation for graduate programs. The CCIE standards are not designed for graduate programs. The American Translators Association offers a membership review process. We are pursuing this review for the current WOU MA in Interpreting Studies program.

- 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.

The undergraduate ASL/English Interpreting program is accredited by the Commission on Collegiate Interpreter Education. The Bachelors degree program completed the Self Study Review process during the 2008-2009 academic year and had its site visit February 15-17, 2010. The undergraduate program was awarded full accreditation in March 2010 joining an elite group of only 13 accredited interpreter education programs nationwide.

- 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.

Though there are standards for programs at the undergraduate and graduate levels to prepare entry-level interpreter practitioners, there is currently no accrediting body for degree programs that provide opportunities for advanced interpreting, teaching interpreting, or scholarship on interpreting. However, the graduate certificate programs are being designed with the Commission on Collegiate Interpreter Education Standards in mind. The undergraduate program in interpreting at WOU was awarded accreditation from CCIE and Dr. Maroney, who is the faculty member proposing these programs, served as Commissioner, President, and Immediate Past President on the CCIE.

4. Need

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

We expect that each year for the next five years, beginning in summer 2018, between 1 and 4 students will enroll part-time in graduate certificate programs in Interpreting Studies.

Year/ Term	2018-19	2019-20	2020-21	2021-22	2022-23
	Enrollment				
Su	PT 1-3		PT 1-3		PT 1-3
Fall	PT 1-3		PT 1-3		PT 1-3
Winter	PT 1-3		PT 1-3		PT 1-3
Spring	PT 1-3		PT 1-3		PT 1-3

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

Approximately 6 to 12 graduate certificates will be awarded over a five-year period.

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

A survey was sent to 69 current and former graduate students in the MA in Interpreting Studies program. The survey was designed to determine interest in both interest in Graduate Certificate options, as well as a Ph.D. program in Interpreting Studies. Fifty-eight responses were returned. Of the 58 responses, 35 indicated that they would be interested in graduate certificate programs in Interpreting Studies at WOU. Of those who responded nineteen identify as white/Caucasian, 2 as Latino, 1 as Black, and 1 as Okinawan American. Twenty-seven identified as female/woman and 6 as male. The respondents ranged in age from 21 to 51 with the average age of 36. Eleven are from the Northwest, one is from the Northeast, six are from the Midwest, three from the Southwest, and two from the Southeast. Eleven did not respond to this item.

- d. Evidence of market demand.

Signed language interpreting and preparing interpreter education faculty is emerging and parallels other fields in their early development.

- 1) In the 1960s, research by William Stokoe documented the linguistic structure of American Sign Language contributing to its recognition as a true language and not simply a system of gestures.
- 2) The Registry of Interpreters for the Deaf (RID) is the national organization of professionals who provide ASL/English interpreting. It began in 1964 and implemented a certification system in 1972. The Conference of Interpreter Trainers (CIT), the professional association of interpreter educators, began in 1979. The Commission on Collegiate Interpreter Education was established in 2006.

- 3) The need for interpreters was recognized by the federal government and funds were made available to establish training programs for interpreters in the late 1970s. WOU has had federal funding for over 40 years and continues to serve the interpreting community with federal funds via the Regional Resource Center on Deafness.
- 4) Similar to teacher education, interpreter education programs began as short-term training programs, grew to AA degrees or certificate programs, and then to bachelor's and master's degree programs. The RID website (www.rid.org) lists 75 AA programs, 42 BA programs, and 4 programs offering graduate degrees. Gallaudet University offers masters and doctoral degrees, Kent State University, the University of North Florida, and Western Oregon University offers a master's degrees. In addition, St. Catherine University now offers a masters degree.
- 5) The dearth of graduate programs in the field of interpretation is similar to that of other professions during their emergence (e.g., education, nursing, psychology and gerontology).
- 6) RID has required a bachelor's degree since 2012 in order to be eligible to take the certification examination.
- 7) The supply of interpreters has never been adequate for the demand and the need for interpreters has expanded with the onset of video relay interpreting.
- 8) The supply of qualified interpreter educators has never been adequate.
- 9) The field is now ready for advanced degrees and requires advanced degree opportunities in order to move forward and fill the needed interpreter educator vacancies.

The population of individuals with "hearing disability" ages 18-64 in the U.S. in 2010 was estimated at 4,022,334 (<http://libguides.gallaudet.edu/content.php?pid=119476&sid=1029190>). Of those, approximately 500,000 are estimated to use ASL (<http://libguides.gallaudet.edu/content.php?pid=114804&sid=991835>). As stated above (see section 2. b.), the Bureau of Labor Statistics projects that the need for interpreting services will increase by 29% by 2024. The Registry of Interpreters for the Deaf (RID) is the national professional organization and certifying body of American Sign Language/English interpreters. According to the RID website there are currently more than 16,000 national members of the organization 9,653 who hold some form of national certification. Today, there are only 271 certified members in the Northwest (OR, WA, and ID). It is not a requirement for a working interpreter to be certified or to be a member of this organization, however these numbers demonstrate the vast gap between the number of qualified, professional interpreters and the deaf and hard of hearing individuals needing interpreting services. Members of RID work in a number of capacities ranging from educational (K-12 and post-secondary) to

community-based work to video relay/remote interpreting.

The majority of full-time interpreting positions are in educational settings, and the demand for educational interpreting services exceeds the supply (Kennedy, 2002). The interpreting education programs have not been producing enough graduates to meet the demand for interpreters across the country (Cogen, 2006). The high number of vacancies and the ongoing critical need for increased numbers of sign language interpreters has been identified by the Oregon Department of Education, and is supported by studies conducted nationally. Although WOU's interpreting program has attracted and educated more than 90 students from 16 states in the past five years, the need remains acute.

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

N/A

- 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 their program?

We expect graduates to teach in interpreter education programs nationwide, provide in-service professional development opportunities for interpreting practitioners, and conduct scholarly activities to contribute to the growing body of research on interpreting.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program

The learning outcomes align with the university values. Interpreting Studies graduates will be:

Interpreting Studies Learning Outcomes	WOU Values from: WOU, <i>Forward together</i> , 2017, pages 4-5
Effective interpreters able to work with a wide range of deaf, hard of hearing, and hearing clients communicating in a variety of settings and circumstances.	Collaboration Effective communication; cooperative exploration, problem solving, and teamwork; shared governance; dialogue.
Discerning consumers of current, credible research findings on translation, interpersonal communication, meaning transfer, professional aspects of interpreting and professional development.	Empowerment Knowledge, skills, pathways, technologies and resources for all community members to effectively identify and utilize opportunities; student success in degree attainment; critical thinking.
Critical observers of the factors that impact professional interpreter decision-making from accepting a job to billing for the job	Accountability Evidence-based decision-making, integrity and ethical transparency. Diversity and respect Equity and inclusion; a fundamental basis in human diversity; appreciation for the complexity of the world; strength drawn from our variety of backgrounds, abilities, cultural experiences, identities, knowledge domains and means of expression.
Committed leaders and capable researchers in the interpreting profession able to advance the profession beyond its current status and understanding within the communities they serve.	Community Trustworthy, caring, safe environment for the cultivation of peace, civility and social justice; connections extending beyond the classroom, across campus and into our local and global communities.
Effective facilitators of adult learning environments designed to guide students in their development as interpreters, professionals, and life long learners.	Accessibility Programs, resources, media and structures that support the needs of our community members; affordable cost of attendance; personalized support; welcoming, efficient and user-friendly systems.
Discerning consumers of current, credible researching findings on adult education, curriculum design, assessment construction, lesson planning, and effective practices in the	Excellence High standards for teaching, learning, scholarship and service; co-curricular activities; advancement of knowledge, analytical skills, creativity and innovation.

field of interpreter education.	
Leaders in interpreter education pre-service and in-service, providing innovative training that raises the bar of expectations and quality within the field of interpreting.	Sustainability and stewardship Leadership in service of the public good; action to improve the health of our planet; responsibility for preserving and enhancing the natural, structural, financial, intellectual and human resources entrusted to us.

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

Student learning assessment will mirror the procedures currently in place in other graduate programs in the College of Education, where a combination of graded exams, term papers, presentations, research projects, and supervised practica are used. Learning assessment will be embedded in the curriculum, with each course requiring demonstration of mastery of subject matter.

As students progress through the program, they will undergo instructor assessment, peer assessment, and self-assessment to measure their progress toward achieving the program outcomes. Students will be presented with written or video-recorded case scenarios, to which they will need to respond in order to demonstrate and apply the theories and research they have been studying. During the field study experiences, students will be assessed in authentic situations by mentor teachers/interpreters and students/consumers. This will be an opportunity for students to reflect on their learning and apply their studies in the real world of research and interpreting.

WOU's approach to interpreter education and teacher training places a premium on teacher-guided self-assessment and reflective practices as critical skills, while balancing this philosophy with acknowledgement of the importance of additional external, objective assessments. Student assessment includes student-based evaluation of personal progress, in the form of journals and reflective essays. Students will critique each others' skills and teaching in peer assessments, allowing for external assessment in peer evaluation and the opportunity to develop needed critical assessment skills.

This program is being developed using evidence-based practices. We have collected data from prospective students indicating their needs and desires for certificate programs to continue developing skills. We have also researched programs for training spoken language and signed language interpreter educators.

While the evaluation process will yield data that will support the continuation of research-based best practices, we will continue to strive for excellence in interpreter education and teaching interpreting by reviewing and revising all courses to reflect current research, theory, competencies, and practice;

involving employers and other stakeholders in reviewing curriculum revisions and job placement strategies; and improving recruitment, education and retention of qualified students who have disabilities, are culturally and linguistically underrepresented, and/or are male. Information collected from these procedures will be shared with faculty and the Program Advisory group. Particular issues identified will be the responsibility of the program coordinator to address as overseen by the Division of Deaf Studies and Professional Studies Chair.

- c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.

Students enrolled in the graduate certificate in Interpreting Studies programs will conduct scholarship, as well as identify and step into leadership, educator, and governance roles in their local, state, national, and international communities.

Program performance indicators will include the following:

- Ability to conduct supervision with interpreting students and colleagues.
- Ability to coach interpreting students and colleagues.
- Ability to successfully develop curriculum for interpreting classes.
- Ability to successfully develop tools for assessing interpreting students work.
- Research in which students will be assessed on their ability to synthesize current and credible research as it applies to a particular area of interest in the field.
- Research projects in which students are able to demonstrate their ability to conduct original research in response to a research question they pose as individuals or in small groups/teams.
- Maintenance of certification or licensure credentials.

Nationally, the Registry of Interpreters for the Deaf offers certification for interpreters. Certificates range from generalist to specialist. Some states also have licensure, certification, and quality assurance programs. Oregon's Department of Education and Deaf and Hard of Hearing Services Program provide guidelines for minimum standards for interpreters. Oregon does not have a licensure examination at this time, though the Oregon Registry of Interpreters for the Deaf is exploring licensure for signed language interpreters. There is no licensure for interpreter educators locally or otherwise.

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

WOU's *Collective Bargaining Agreement* spells out the research and scholarly expectations for faculty as follows (see CBA p. 17):

B. Scholarship: *In the spirit of Boyer’s Scholarship Reconsidered (1990), one’s “scholarship” may be manifested in one or more of the following venues:*

- 1. Scholarship of discovery—investigative research and creative work of faculty in liberal, visual and performing arts*
- 2. Scholarship of integration—scholarship connecting within and between disciplines*
- 3. Scholarship of application—study of real world or societal problems*
- 4. Scholarship of teaching—instructional and classroom research*

Regardless of the type of scholarship, all faculty members’ work should be carefully assessed, with intellectual rigor and excellence the yardstick by which all four dimensions of scholarship are measured.

While scholarship can look quite different across candidates, it cannot be absent as it is the core of academic life. All faculty members should be knowledgeable of developments in their fields, remaining professionally active. All faculty members should be held to the highest standards of integrity in every aspect of their work. For purposes of tenure and promotion, it should be peer reviewed, sustained and measurable.

Success in those areas is also explained in the *Collective Bargaining Agreement, Article 8, Section 4* (see page CBA, p. 19).

Section 4. Evaluation of Tenure Track and Tenured Faculty.

Evaluation procedures for tenure track and tenured faculty consider key elements that include but extend beyond those used for non tenure track faculty.

- d. As part of the initial job appointment, the tenure track faculty member will, upon written request, receive a copy of the current Collective Bargaining Agreement from the Provost’s Office which shall include all necessary details regarding evaluation procedures and expectations. The Collective Bargaining Agreement is available via the WOU Provost’s web site.*
- e. The Division Chair shall be responsible for assisting each tenure track faculty member in answering questions regarding the expectations and procedures related to evaluation.*
- f. All tenure track faculty will complete an Annual Faculty Report and submit to the Division Chair no later than 30 June that includes a CV, a summary of accomplishments for the year and progress towards meeting previously stated goals and new goals for improvement.*
- g. Tenure track faculty will also submit their files for continuation, promotion, and tenure as specified elsewhere in Article 8. A copy of the DPRC recommendation will be provided to the faculty member by the DPRC at the same time it is submitted to the Dean.*

- h. **Rebuttals.** The faculty member shall have the opportunity to file a commentary or rebuttal to any part of the evaluation report. This response shall be a permanent part of the evaluation.*
- i. **Evaluations which Indicate Need for Improvement.** If the faculty member is given an evaluation which includes an indication that improvement is needed in any area(s), including collegiality, the employer shall provide the faculty member a written report containing explicit suggestions and guidelines for improvement. The Provost shall provide the relevant Personnel Review Committee with a copy of the report. The employee will be granted reasonable time, up to one academic year, for improvement. Subsequent review(s) delivered to the employee in writing shall focus on the employee's performance during the specified timeline. All parties involved in the reevaluation shall adhere to the guidelines and suggestions specified in the written report.*

6. Program Integration and Collaboration

- a. Closely related programs in other OUS universities and Oregon private institutions.

There are no similar programs in the state of Oregon.

- 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 graduate certificate programs would complement the only Associate's (Portland Community College), the only Bachelor's (WOU) degree, and the only Master's (WOU) degree programs in the state by providing additional professional development options in this field.

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

There are no similar certificate programs.

- d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

This program should not impact any other institution. There are no other graduate certificate programs in Interpreting Studies in Oregon.

7. External Review

HECC and NWCCU policy does not require an external review of proposed graduate certificate programs. Individuals identified below are a representative sample of potential external reviewers when the Interpreting program undergoes its 7-yr review as part of the university's academic program review process or proposes to introduce other full graduate degree programs.

Potential External Program Faculty and Administrators

- Kim Brown Kurz, Ph. D., Chairperson, American Sign Language & Interpreting Education, National Institute for the Deaf, Rochester Institute of Technology, Rochester, NY
- Jemina Napier, Ph. D., Deputy of Scholl and Head of Languages and Intercultural Studies, Heriot-Watt University, Edinburgh, Scotland
- Brenda Nicodemus, Ph. D., Professor/Research Center Director, Department of Interpretation and Translation, Gallaudet University, Washington, D.C.
- Carol Patrie, Ph. D., Author and Consultant, Bowie, MD
- Rachel Rosenstock, Ph. D. Professor, Westsächsische Hochschule Zwickau, Zwickau, Germany
- Deb Russell, Ph. D., Program Faculty and Researcher, Douglas College, Vancouver, BC

Budget Outline

The budgetary impact is essentially zero. The programs consist of packaging of existing courses in the M.A. in Interpreting Studies in order to be recognized by the HECC performance funding model. There are no costs incurred in the launch or application of these graduate certificate programs since the coursework is already ongoing. Rather, this represents an opening for another enrollment option for prospective students who may not wish to or are undecided about committing to a full-fledged master's program in interpreting.

Budget Outline Form: Year 1

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: All Years

Program: Graduate Certificates in Interpreting Studies

	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)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

MODIFY PROGRAM E-form Proposal Design Template

- See wou.edu/facultysenate/curriculum/ for (required) e-form access and additional information

Program type

Minor Major Applied Baccalaureate Certificate Program Non-degree Program Honors Program Other _____

Program Title: General Education Program _____

Level: Undergraduate Graduate _____

Mark all that apply: New Title: _____
 General Education change
 Other _____

Summary/Rationale for proposal

Is this curricular change driven by assessment data you have collected? No

Give a summary of the proposed revisions with rationale/evidence for each. Please also attach a cover letter (1 - 2 pages, maximum 500 words) explaining the big picture, reasons for the proposed changes and the students and programs affected.

Cover Letter:

"We who now live are parts of a humanity that extends into the remote past, a humanity that has interacted with nature. The things in civilization we most prize are not of ourselves. They exist by grace of the doings and sufferings of the continuous human community in which we are a link. Ours is the responsibility of conserving, transmitting, rectifying and expanding the heritage of values we have received that those who come after us may receive it more solid and secure, more widely accessible and more generously shared than we have received it." -- John Dewey in *A Common Faith* (1934)

WOU's Liberal Arts Core Curriculum (LACC) has not been comprehensively revised for more than 30 years and the program framework has remained virtually unchanged for more than 20 years (WOU Catalogs, 1973-2017). Periodic review and revision are essential to the long-term health of any academic program, and the Faculty Senate General Education Committee and General Education Task Force believe it is time to reassert the value of General Education by updating its curriculum, re-imagining its structure, providing it with clear aims and objectives, and improving the quality of student learning. Since 1995, when the last change to the LACC framework was made, more than 100 tenure-track faculty, with new ideas, energy, and creativity, have joined WOU and they have not been given the opportunity to help shape the General Education, creating the feeling that it's not ours (Western Oregon University, 2016). The existing program framework, and lack of revision to it over the course of many years, has removed a sense of ownership of the General Education for many faculty.

In January 2017, WOU's Board of Trustees formally adopted a new strategic plan, which included the need to revise WOU's General Education as part of the Academic Excellence section: Redesign the General Education program to be consistent with undergraduate learning outcomes and timely degree completion (4.5). Under Student Success, it also called for alignment of curriculum with learning outcomes for all programs (3.1) and support for curricular innovation and accountability (3.3). WOU's General Education

program has, until recently, not had learning outcomes and accountability for the program has been virtually nonexistent.

Until the formation of the Faculty Senate General Education Committee in 2015-2016, there was almost no faculty oversight for the program. Even with the establishment of that committee, the absence of any clear learning outcomes or structure for assessment of the General Education Program made the process of approving courses become more rote than deliberative, lacking the thoughtful consideration deserved by a curriculum we require most of our students to take. Without clear alignment to learning outcomes, the overarching purpose and educational mission of our LACCs are unclear to faculty and to students (current and prospective), and this has created the perception that General Education is a low institutional priority. Given that General Education constitutes approximately a third (or more!) of the undergraduate credit hours required of WOU students, it would be remiss to leave these issues unaddressed.

In 2016-2017, WOU's Faculty Senate General Education Committee, for the first time, developed a mission and learning outcomes for WOU's General Education Program. As the development and adoption of the mission and learning outcomes occurred, it became readily apparent that there was no obvious way to measure if, or how well, WOU's current General Education requirements aligned to them. For this reason, the members of the Faculty Senate General Education Committee began a critical examination of the LACC and degree requirements at WOU. That process was started over a year ago. In the interim, campus administration proposed a new degree structure and announced the formation of a task force to address General Education.

As faculty, we are justifiably proud of the work we do with our students. We all feel satisfaction in seeing students progress during their careers at WOU. At the same time, most of us undoubtedly have moments of reflection on where our students' educations fall short.

Many of us can likely recall conversations with colleagues about how too many of our students aren't demonstrating the writings skills we want them to have, or aren't showing the reading habits and abilities that they need not only for academic success, but to continue learning effectively after college. We may also have had similar conversations around a range of skills and abilities, like critical thinking and scientific or quantitative literacy. While we may be able to address some of these concerns in our respective programs, these kinds of skills and abilities are also clearly relevant to the General Education of our students. The General Education Committee wants to see these skills not just recognized, but emphasized in the education of all of our students and, to that end, respectfully submits this proposal to Faculty Senate for consideration.

Summary of revisions:

Addition: First Year Seminars

This revision adds the requirement of First Year Seminar courses (one writing-focused and one quantitative-focused) to the General Education Program. These courses are being added to introduce students to the bigger ideas of a college education from the beginning of their time at WOU, and to provide a context for developing the skills necessary for effective engagement and persistence in their college educations. First Year Seminars are employed at colleges and universities across the U.S. and there is a wide literature on their effectiveness for bridging high school and college expectations for students and supporting their further studies both at and beyond college. See, for example, Padgett, Keup, & Pascarella (2013) and Porter & Swing (2006).

Name and Content Change: Communication and Language

The Communication course category (which is currently fulfilled by COM 111) is being expanded and renamed to be more inclusive of the variety of communication and language modes our student will encounter and utilize. This is more representative of the world our students are a part of and provides more flexibility.

Name and Content Change: Health Promotion

The Health and Physical Education course category (which is currently fulfilled by PE 131 and an additional activity course) is being expanded and renamed. The Health Promotion category is more inclusive of the variety of health promotion activities and knowledge our students will encounter and need to help them succeed as college students and later in life. Interestingly, Porter & Swing found that inclusion of health education in programs aimed at first year students had a “statistically and substantively significant impacts to persist to the second year of college” (2006, 105-106).

Name and Content Change: Critical Thinking

The Philosophy and Religion course category is expanded and renamed. The newly-named Critical Thinking category contains courses aimed at creating a habit of mind that empowers our students to effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines throughout their lifetimes. WOU's University Learning Outcomes and the learning outcomes for General Education specifically

include emphasis on critical thinking skills and critical thinking is considered by many to be “essential to students’ ability to thrive in college, and in life” (Humanities Division, 2017).

Name, Content, and Credit Change: Exploring Knowledge

A re-envisioning and reduction in required credits from several categories, the “perspectives” within Exploring Knowledge represent areas that, while broader in scope, are not dissimilar to those in our current LACC distribution. These courses encourage students to explore different areas of knowledge defined by common content and methods rather than course prefixes or administrative divisions. The Exploring Knowledge curriculum provides students with perspectives beyond what they will learn in their major by promoting discovery of new content and ideas through exploration of a wide variety of scholarly topics.

Addition: Integrating knowledge

An addition to the General Education curriculum, the Integrating Knowledge curriculum intends to promote linkages between academic disciplines and provide students with opportunities to think critically as citizens of a multifaceted and dynamic world. While individual disciplines provide different viewpoints for explaining, understanding, and/or predicting phenomena in natural and human environments, the process of gaining knowledge about the world inevitably leads to intersection of diverse perspectives. Making connections between disciplines and different areas of interest and inquiry enables students to gain a deeper comprehension about wide-ranging phenomena in an increasingly complex and interconnected world. These courses may be either upper or lower division courses.

Amended: Writing

This requirement remains largely the same, we have just added more transparency about the prerequisite of WR 121 for WR 122. Alternatively, students may show competency through test scores or challenge exams (if eligible). See <http://www.wou.edu/writingctr/first-year-writing/> for more information.

Amended: Mathematics

The current General Education curriculum specifies distinct mathematics requirements for the BA and BS. This proposal creates a common math proficiency requirement for both degrees. To meet the mathematics proficiency requirement, students may select the best fit for their degree/major from a subset of mathematics courses or show proficiency on the ALEKS placement exam.

Removed: Writing Intensive Requirement (W courses)

This is being removed from WOU's General Education requirements. Some development of the habit of writing will be addressed in the writing-focused First Year Seminar and most majors will likely continue to include courses that previously had this designation in their curriculum, but the designation and requirement are being removed.

Removed: Computer Science Requirement

This is being removed from WOU's General Education requirements. Basic technological literacy will be addressed through the First Year Seminars.

BA/BS requirements

This proposal is intended for all students and the specific BA/BS degree requirements are being addressed by a separate task force. As such, the following categories are no longer part of the General Education Curriculum.

- Second language requirement
- Cultural diversity requirement (D courses)
- Quantitative literacy requirement (Q courses)

The D and Q designations are also being removed.

Catalog description

Current description:

General Education requirements by degree

All undergraduates complete General Education requirements. Requirements vary by the degree pursued. Most students pursue General Education requirements for a B.A. or B.S. degree. Students must complete WR 122 and the mathematics portion of their General Education requirement by the end of their sophomore year at WOU (90 credits).

Liberal Arts Core Curriculum (LACC)

The "core" is a major component of General Education and depends on the degree pursued. B.A., B.S. and B.F.A. students complete the LACC. Consult major and minor requirements for recommended General Education courses and exceptions.

B.A. • B.S. • B.F.A.	Credits
Communication COM 111	3
Creative Arts Take at least 1 credit from three of the following program areas: art, dance, music, theater. For qualifying courses, see page 41.	9
Health and Physical Education Take PE 131 plus one additional activity course. For qualifying courses, see page 41.	4

Laboratory Science Take three lab science courses with at least two courses from the same sequence. For qualifying courses, see page 41.	5
Literature For qualifying courses, see page 42.	8
Philosophy or Religion For qualifying courses, see page 42.	3
Social Science Take one 8 or 9 credit sequence. An additional 3-4 credit social science course can be any 100- or 200- level social science course including psychology or criminal justice. For qualifying courses, see page 42.	11-12
Writing WR 122 Complete by the end of sophomore year at WOU (90 credits), see placement policy on page 37.	4

Courses that satisfy General Education requirements may also satisfy major or minor requirements.

Courses that satisfy "core" requirements may also satisfy writing intensive and cultural diversity requirements.

Courses that satisfy major requirements may not be used to satisfy minor requirements.

Mathematics/computer science requirement

- Applies to students pursuing B.A., B.S., B.F.A. with B.A. General Education requirements and B.F.A. with B.S. General Education requirements.
- Students must complete the mathematics portion of their graduation requirements by the end of the sophomore year (90 credits); students who fail to meet this requirement will be put on mathematics notice.
- Bachelor of Arts (B.A.) students complete a 4 credit mathematics course (MTH 105 or above— see MTH course descriptions for prerequisites) and a 2-credit computer science course (CS 101 or above).
- Bachelor of Science (B.S.) students will complete a combined total of 11-12 credit hours in mathematics, computer science, and/or designated quantitative literacy courses. A minimum of one course in mathematics at the level of MTH 111 or above (see MTH course descriptions for prerequisites) and one course in computer science (CS 121 or above) is required. The remaining required credit hours may be from either discipline or designated quantitative literacy courses. To enroll in MTH 111, students must complete MTH 095 with a grade of C- or better, receive a satisfactory score on WOU's math placement test.
- Bachelor of Fine Arts (B.F.A.) students will complete the math, computer science, and/or quantitative literacy requirements required by the General Education path (B.A., B.S.).
- If any of MTH 211, 212, 213 are to be applied toward graduation requirements, the entire sequence must be completed.
- For qualifying quantitative literacy courses, see page 38.

Second language requirement

- Applies only to students pursuing B.A. and B.F.A. with B.A. General Education requirements.
- Proficiency through the third term (second semester) of the second year (usually 24 credit hours) of college work or the equivalent, in a second language. Proficiency is demonstrated by achieving a C- or better in 203 (the last course in second year language study). Students who do not meet this standard, including transfer students from accredited and unaccredited U.S. institutions, can show proficiency by passing the departmental proficiency exam with 80 percent. Native speakers who have attended high school in their own language may not use that language to fulfill this requirement.

- International students whose first language is not English must provide high school or college transcripts as evidence of formal training in the native language and a Test of English as a Foreign Language (TOEFL) score of at least 500 (paper based) or a score of at least 61 (internet-based) or a IELTS score of at least 5.0 to the International Education and Development Office. International students must also meet all special graduation requirements related to writing intensive coursework.

First-year writing placement requirement

- Students scoring below 500 on the old SAT Writing Test (below 21 ACT English) or 560 on new SAT or 2682 on Smarter Balanced or 5 on the Essential Skills Test and have no other college credits in writing will enroll in WR 115.
- Students whose scores place them in WR 115 may enroll in WR 122 when they earn at least a C in WR 115 or 121 (or its equivalent)
- Students scoring 500 and above on the SAT Writing Test (21 ACT English) (55 percentile) or 560 and above on the new SAT or 2682 and above on Smarter Balanced or 5 and above on the Essential Skills Test and do not have WR 122 credits (or its equivalent) will enroll in WR 122.
- Students scoring above 700 on the SAT Writing Test (31 ACT English) (96 percentile) or 750 and above on new SAT or 2796 and above on Smarter Balanced have the option to place out of WR 122 and satisfy this requirement. Those students who take the Essential Skills Test are not eligible.
- Students who are admitted to WOU without a test score, known as "Alternately Admitted Students," will enroll in WR 115. Challenge exams will be offered throughout the year at WOU and administered by the Writing Center. Challenge exams are available on the following basis:
- Old SAT score of 480 or 490; new SAT score of 540 or 550; ACT English score of 19; or Smarter Balanced score of 2649, 2665 or 2681 are eligible to challenge placement in WR 115. • Old SAT Writing Test score of 700, new SAT score 750, ACT English score of 31 or Smarter Balanced score of 2796 are eligible to challenge placement in WR 122.

Writing intensive requirement

- Applies to all students.
- Students will satisfy this requirement by completing six credits of "writing intensive" coursework taken from within any portion of the student's major or minor program. Writing intensive courses carry a "W" designation. If the course also meets the cultural diversity requirements, it will carry a "C" designation.
- Three credits of this requirement may be met by any upper division non-creative writing course (WR prefix) even if the class does not carry the "W" designation.
- Students must complete WR 122 (or its transfer equivalent) before enrolling in upper division writing intensive courses. Must be passed with a grade of C- or better to meet the LACC requirement.
- For qualifying writing intensive courses, see page 38.

Cultural diversity requirement

- Applies only to students pursuing B.S., B.M., B.F.A. with B.S. requirements and A.B degree (without a second language).
- Students will satisfy this requirement by successfully completing six credits of coursework that emphasizes a topic or subject dealing with cultural diversity from within any portion of the student's degree plan. Cultural diversity courses used to complete this requirement carry a special "D" designation. If the course also meets the writing intensive requirements, it will carry a special "C" designation.
- Students meeting the second language requirement for a B.A. degree will have satisfied this requirement.
- Students earning six credits through a WOU study abroad program or international internship will have met the WOU cultural diversity requirement.

Proposed description:

WOU General Education B.A. • B.S.	Credits
Foundations	
First Year Seminars Students must take one quantitative-focused and one writing-focused seminar.	8
Mathematics For qualifying courses, see pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area].	4-8
Writing For qualifying courses, see pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area].	0-8
Communication and Language For qualifying courses, see pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area].	3-4
Critical Thinking For qualifying courses, see pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area].	3-4
Health Promotion For qualifying courses, see pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area].	4
Exploring Knowledge	
Literary and Aesthetic Perspectives (2 courses) For qualifying courses, see pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area].	6-8
Scientific Perspectives (2 courses) For qualifying courses, see pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area].	8-10
Social, Historic, and Civic Perspectives (2 courses) For qualifying courses, see pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area].	6-8
Integrating Knowledge	
Citizenship, Social Responsibility, and Global Awareness For qualifying courses, see pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area].	3-4
Science, Technology, and Society For qualifying courses, see pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area].	3-4

Courses that satisfy General Education requirements may also satisfy major or minor requirements.

Program Overview and Descriptions

The General Education at Western Oregon University provides students with fundamental skills for lifelong learning. It consists of three major content areas: Foundations, Exploring Knowledge, and Integrating Knowledge.

Content Area Descriptions

Foundations

Academic foundations are distinct points of study which, when encountered at the beginning of the college experience, help set students up for continuing success in the classroom and beyond. The courses in this area are designed to introduce skills and areas of study which will be the basis for students' future academic work.

First Year Seminars

The First-Year Seminars at Western Oregon University are topical/integrative seminars designed to incorporate the development of a subset of academic foundations (reading, information literacy, creative and critical thinking, technological literacy, and either writing or quantitative literacy) into topical coursework.

Exploring Knowledge

The Exploring Knowledge curriculum provides students with perspectives beyond what they will learn in their major by promoting discovery of new content and ideas through exploration of a wide variety of scholarly topics. Students are required to select courses from each of the three perspective areas and may count any of these courses toward their major or minor.

Literary and Aesthetic Perspectives

Literature and the arts help us make sense of ourselves and our world. By studying and participating in creative work, we gain insight into our own subjectivity and that of others.

Courses in this area are designed to engage students in studying material of literary and aesthetic dimensions, i.e. artistic creations, including those using that unique human creation – language. Material to be studied will come from a variety of cultural contexts and social perspectives, and investigate how culture is constructed and manifested.

Scientific Perspective

Courses in this perspective area are designed to engage students in the systematic study of the natural world, including both physical and social phenomena, through observation and experimentation. This is accomplished through inquiry-based lab activities that employ scientific reasoning, empirical evidence, and application of appropriate techniques to define and solve problems.

Social, Historical, and Civic Perspectives

Courses in this area allow students to explore different approaches to the study of society and politics, including the contemporary and historical constitution of social and political ideas, relationships, structures and institutions. This broad area includes the social, historical and political dimensions of art, economics, and human values, beliefs and behavior.

Integrating Knowledge

The Integrating Knowledge curriculum promotes linkages between academic disciplines and provide students with opportunities to think critically as citizens of a multifaceted and dynamic world. While individual disciplines provide different viewpoints for explaining, understanding, and/or predicting phenomena in natural and human environments, the process of gaining knowledge about the world inevitably leads to intersection of diverse perspectives. Making connections between disciplines and different areas of interest and inquiry enables students to gain a deeper comprehension about wide-ranging phenomena in an increasingly complex and interconnected world. Students are required to select courses from each of the two areas and may count any of these courses toward their major or minor.

Citizenship, Social Responsibility, and Global Awareness

Citizenship, Social Responsibility, and Global Awareness courses pose questions about belonging: how do

people, individually and collectively, define who they are, where they belong, who they belong with, and what the responsibilities of belonging are. This includes critically interrogating the answers to these questions, and how those answers work to define who is included and who is excluded from fully participating in public life.

Science, Technology, and Society

Science, Technology, and Society courses focus on the interactions of sociocultural forces, advances in scientific knowledge, and technological development. Courses in this topic area may examine how science and technology influence society, culture, and/or politics. Alternatively, courses may investigate the myriad ways that sociocultural forces impact the scientific enterprise and technological innovation.

General Education

Mission

General Education is a crucial component of the learning experience at Western Oregon University, providing students with fundamental skills for lifelong learning. Students apply, communicate, and integrate ideas from a variety of disciplines. They gain abilities to think and act critically as citizens of a complex and ever-changing world. The curriculum empowers students to pursue diverse interests and perform varying roles in their personal, social, and professional lives.

General Education Learning Outcomes

1. Put into practice different and varied forms of knowledge, inquiry, and expression that frame academic and applied learning.
2. Demonstrate the ability to evaluate information and develop well-reasoned and evidence-based conclusions.
3. Articulate the challenges, responsibilities, and privileges of belonging in a complex, diverse, interconnected world.
4. Integrate knowledge, perspectives, and strategies across disciplines to answer questions and solve problems.

General Education Components

(42-68 credits)

Foundations (18-36)

First Year Seminars: (8)

FYS 107 Seminar (Writing-focused)

FYS 207 Seminar (Quantitative-focused)

Mathematics: (0-8)

Choose one option from the courses listed under this category on pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area].

Alternatively, students may show competency by scoring 61 or higher on the WOU ALEKS Math Assessment, earned in a proctored and timed testing environment. See

<http://www.wou.edu/math/aleks/> for more information.

Writing: (0-8)

Writing 121 (or demonstrated competency)

Writing 122 (or demonstrated competency)

Alternatively, students may show competency through test scores or challenge exams (if eligible). See

<http://www.wou.edu/writingctr/first-year-writing/> for more information.

Communication and Language: (3-4)

Choose one option from the courses listed under this category on pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area].

Critical Thinking: (3-4)

Choose one option from the courses listed under this category on pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area].

Health Promotion: (4)

Choose one option from the courses listed under this category on pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area].

Exploring Knowledge (18-24)

Literary and Aesthetic Perspectives: (6-8)

Choose two options from the courses listed under this category on pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area].

Scientific Perspectives: (6-8)

Choose two options from the courses listed under this category on pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area].

Social, Historic, and Civic Perspectives: (6-8)

Choose two options from the courses listed under this category on pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area]

Integrating Knowledge (6-8)

Citizenship, Social Responsibility, and Global Awareness: (3-4)

Choose one option from the courses listed under this category on pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area].

Science, Technology, and Society: (3-4)

Choose one option from the courses listed under this category on pages [page numbers to be inserted by registrar's office after an initial set of courses have been selected and approved for this content area].

Faculty and facilities needed (For Dean review only)

A new director of the General Education Program will be created to help manage and assess the effectiveness of the program. This position will be a .5 position and will be solicited from the tenure-track faculty at WOU.

Existing faculty and facilities will be utilized to teach the curriculum. The first year or two of the program may require some creative scheduling as the need for courses in the current General Education curriculum transitions to a need for courses in the new General Education curriculum. Ultimately, though, faculty who are currently teaching General Education courses, as well as other interested faculty, will transition to teach in the new framework and, particularly, in the First Year Seminars. It is also anticipated that many courses that are currently listed in the LACC will be put forth by departments and divisions as course offerings in the Exploring and Integrating Knowledge portions of the new General Education curriculum, and, therefore, staffing adjustments may be minimal for those sections. In addition, the Integrating Knowledge part of the curriculum is open to upper division courses and provides an opportunity for expanding the student base for courses that may currently serve more narrow student populations.

Participation in the program, including the First Year Seminars (FYS), will be part of faculty and departments' normal workload. The FYS will be required of all incoming freshmen, of which there were 855 last year. Since each freshman will be required to take two classes, that's 1710 student seats needed per year. With 24 students in each class, that is approximately 71 FYS sections that will need to be taught each year. Because developing a new course takes time, it is reasonable that a faculty member or department may want to repeat an FYS course during the academic year, so if each FYS course is taught three times in an academic year, there will be 24 different seminar topics being taught. There are also approximately 24 different departments/programs on campus, including both LAS and COE, meaning that each department will, on average, teach one FYS course, three times an academic year. That is an average - some departments may want to participate more and others less. However, the General Education Committee's intent will be for a close-to-equitable spread of courses across programs. With a variety of classes to choose from, each titled

accordingly, students can opt in to courses that align with their interests, creating a community of like-minded freshmen in a small group setting, which will act as a form of a freshman interest group.

In short, current facilities will be adequate for the program and staffing of the General Education curriculum will be handled as part of a systematic reallocation of FTE that currently is committed to teaching LACC coursework and, as student enrollment demand increases, with new FTE (re)assignment. Expectation is that both tenure track and non-tenure track faculty will be involved in servicing the new General Education curriculum.

Programs affected/consulted

Please indicate any programs impacted by this change and the outcomes of your consultation with them regarding these changes

Most programs at WOU will be impacted by this change. Due to the far-reaching impact of this change, the curriculum was developed and agreed on by a divisionally representative task force and faculty senate committee over almost a full year. Drafts of the proposal were repeatedly shared for feedback in multiple formats and venues, including town hall sessions held on four separate dates, All Faculty/Staff emails, feedback surveys, conversations/presentations by task force representatives at multiple division meetings, meetings with small groups of the task force and various divisions, meetings between task force representatives and staff/student groups, posting of various drafts of the documents on the faculty senate website, and countless one on one conversations between task force members and interested individuals.

The feedback netted a generally positive response and several, iterative changes were made to the framework based on the feedback.

How and when will the effectiveness of this action be determined? (For Dean Review only)

How will the effectiveness of this be determined?

The Faculty Senate General Education Committee is responsible, in consultation with the General Education Director, for defining and establishing criteria for soliciting, reviewing, and approving courses that fulfill General Education requirements. Definitions, criteria and course lists will be subject to change as a result of regular program evaluation and assessment.

The General Education Committee and General Education Director will also develop a plan for evaluating and assessing the effectiveness of the program to be presented for approval by Faculty Senate by February 2019. The plan will be developed in consultation with Assessment Facilitation and Coordinating Committee and Associate Provost for Academic Effectiveness.

Notes & Comments (optional)

Bibliography

Padgett, Ryan D., Jennifer R. Keup, and Ernest T. Pascarella. 2013. "The Impact of First-Year Seminars on College Students' Life-Long Learning Orientations." *Journal of Student Affairs and Practice* 50 (2): 133-151.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.696.2328&rep=rep1&type=pdf>

Porter, Stephen R. and Randy L. Swing. 2006. "Understanding How First-Year Seminars Affect Persistence." *Research in Higher Education* 47, no. 1 (February): 89-109.

<http://ezproxy.wou.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=19663039&site=ehost-live>

Add supporting document(s) (optional)

Framework, January 2018 - <https://drive.google.com/open?id=1b9kWXIXeH9d-fGh5UH3k-1-OW0ixPQCj>

Resolution passed by the Humanities Division, November 7, 2017:

The new proposed model for General Education should be revised to include a required course on Critical Thinking as part of the *Foundational Skills* category of courses.

Rationale for revising the General Education Task Force (GETF) proposed model to include a required Foundations course in Critical Thinking.

The GETF new proposed model for GenEd at WOU has left one vital area to chance, and that is Critical Thinking. Critical thinking is central to all students' ability to thrive in college, and in life. WOU's University Learning Outcomes and indeed the new learning outcomes for General Education specifically include emphasis on critical thinking skills. But in the proposed model the GETF the committee has not included it as a required Foundations course. This makes it seem as if while WOU claims that critical thinking is a highly valued part of our students' education, in practice we will not be so committed.

The First Year Seminars are entrusted not only with having enticing topics, but also with including integrative topics, introducing students to the use of computers (and Moodle and GoogleDocs), teaching them study skills, but also, along the way, teaching WOU students what they need to know of critical thinking. This will not be a successful strategy. There is little description of what 'teaching critical think skills along the way' would include, and the faculty who will be teaching these classes will be people who, while capable of critical thinking and judging critical thinking, are not trained in the teaching of critical thinking. Just as professors are usually good writers, and can assist WOU students with writing papers, *we still need a required course in writing, taught by faculty who are experts and specifically trained in the teaching of writing.* But the GETF model for GenEd, while recognizing that need for teaching writing by putting a dedicated Writing class as a required Foundational Skills course, explicitly does not yet recognize the same for teaching critical thinking skills.

Below is a partial list of skills typically taught in Critical Thinking courses:

- Identifying an argument, and what isn't an argument
- Knowing the difference between arguments and explanation
- Being able to vet sources and differentiate between real and fake news
- Understanding the logical structure of an argument
- Putting colloquial writing into standardized form
- Identifying premises and conclusions, and putting aside material that is neither premise nor conclusion
- Knowing how to fill in missing premises in arguments
- Knowing the difference between a valid and sound argument
- Reasoning from premises to conclusions
- Identifying the many (30+) kinds of logical fallacies
- Understanding how distortion of facts affects arguments
- Evaluating arguments and constructing arguments
- Being able to use formal methods of identifying valid arguments

- Understanding how definitions work
- Understanding relevance
- Understanding both deductive and inductive argument forms
- Knowing how to evaluate the strength of inductive arguments
- Understanding categorical arguments, and evaluating them for validity
- Understanding Propositional arguments, and evaluating them for validity
- Understanding analogical arguments and evaluating their quality
- Understanding how biases can affect arguments
- Reflecting on the justification of one's own beliefs and values

Teaching of Critical Thinking is a core sub-discipline of Philosophy, but not exclusively philosophy. We do not believe that a critical thinking course must be a Philosophy course, but we do believe that it is both impractical and unrealistic to expect the proposed First Year Seminars, in addition to all of their topic-specific material, and all of the other things included in those courses, to effectively teach critical thinking skills in an adequate way and to the degree that all students will need. And as most faculty teaching First Year Seminars will not be trained in teaching critical thinking, it is also unrealistic and unfair to expect them to teach all of this.

The Philosophy Department at WOU has a course, PHL 103 *Introduction to Logic*, which teaches critical thinking skills and a significant amount of formal logic. We are willing to create a new course, perhaps to be numbered PHL 100, devoted entirely and specifically to informal Critical Thinking. We believe this course would directly fulfill the need of all WOU students to learn essential critical thinking skills. We view this as something that should be required in the new model for GenEd as a Foundational Skills course.

We recognize that other departments may also teach courses that are appropriate for covering this area. COM 111, for example, includes some of these critical thinking skills, while focused on the skill of preparing and delivering oral presentations. COM 321 *Influencing through Argument* is a more advanced course that also covers critical thinking. The Philosophy Department does not view critical thinking as our exclusive purview or "turf," but we do believe that it is "turf" on which the university must directly *teach*, and not merely an empty ground to be quickly covered. If a new COM (or other) course devoted directly to critical thinking skills were developed, we would happily endorse such course(s) as options in a *Foundational Skills: Critical Thinking* category.