



**Board of Trustees Meeting  
April 17, 2019**

***Appendix A***

**Supplemental Documents**

- 1) [Information Technology Center Phase III](#)
- 2) [New Undergraduate Certificate: Bilingual/ESOL](#)
- 3) [New Undergraduate Certificate: Early Childhood Education](#)
- 4) [Proposed Minor: Early Childhood](#)
- 5) [Proposed Minor: English Studies](#)
- 6) [Proposed Minor: ESOL and Bilingual Education](#)
- 7) [Hispanic Serving Institution](#)

# WOU Board of Trustees

FINANCE & ADMINISTRATION COMMITTEE ~  
April 4, 2019



Western Oregon  
UNIVERSITY



# ITC Phase III Budget Requirements

Funding needed to meet  
Seismic Building Code



# Instructional Technology Center

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## PHASE III - Highlights

1. Seismic Improvement
2. Bathroom Remodel
3. Classroom Remodel
4. Gallery Space Buildout



# ITC Seismic Improvement Options

## Basic Upgrade vs. Build to Seismic Code

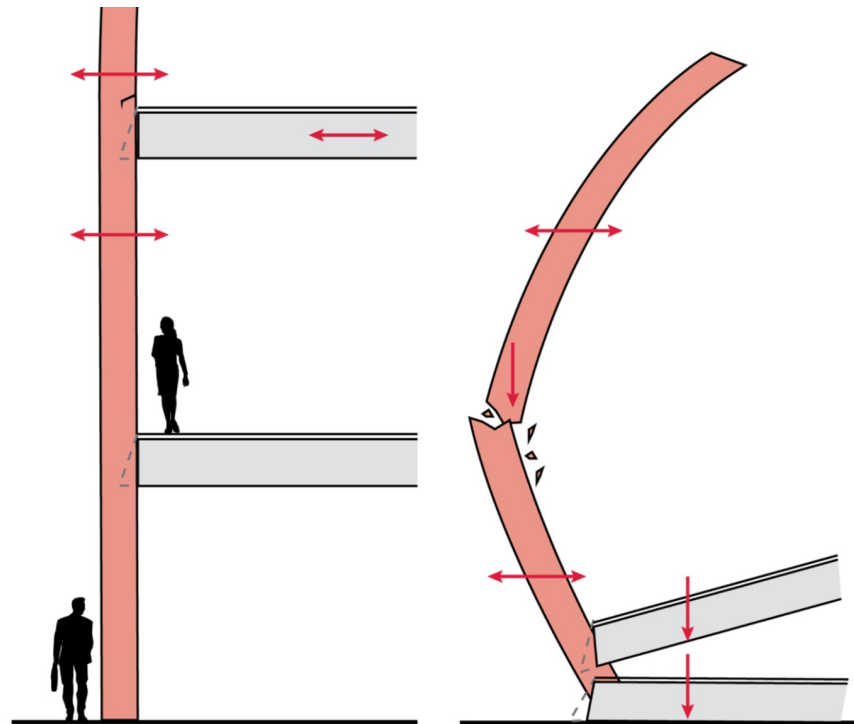


### Unreinforced Masonry Building

- Visual of two story URM after 6.3 earthquake in New Zealand.
- Current Oregon Code is to build to survive a 7.0 earthquake.
- Basic upgrade gives a **50% probability** that structure will stand long enough for people to exit.
- Building to code equals a **100% probability** that building still stands and remains useable after a 7.0 earthquake.



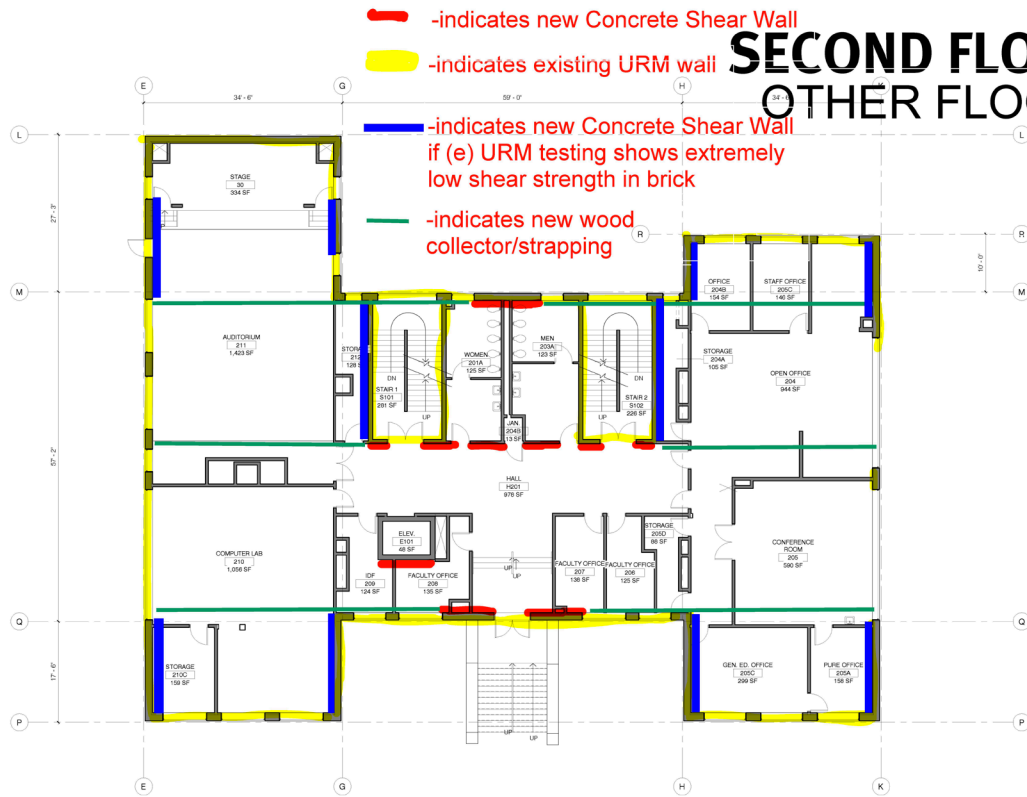
# Unreinforced Masonry (URM) Building Collapse



## Forces at work.....

- In the event of an earthquake there will be significant “push pull” on the exterior walls to fall out and in and that will cause the floors to pancake. Results in total collapse.
- The structural engineer’s analysis was following “ASCE 41-13 Seismic Evaluation and Retrofit of Existing Buildings which defines 4 distinct target performance levels.”



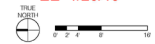


- -indicates new Concrete Shear Wall
- indicates existing URM wall
- -indicates new Concrete Shear Wall  
if (e) URM testing shows extremely low shear strength in brick
- -indicates new wood collector/strapping

# SECOND FLOOR PLAN

## OTHER FLOORS SIM

EE 1/25/19



**ITC BUILDING - COST ESTIMATE**

<b>SYSTEM CATEGORY</b>	<b>Original Estimate</b>	<b>Cost Difference</b>	<b>Current Estimate</b>	<b>Category</b>	<b>Difference</b>
ADA	\$37,000	\$0	\$37,000	Seismic Full Code	\$2,528,000.00
Foundations	\$12,000	\$0	\$12,000	Interior Construction	\$198,000.00
Substructure	\$0	\$0	\$0		
Seismic Voluntary	\$1,000,000		\$0		
Seismic Full Code		(\$2,528,000)	\$3,528,000	Soft Costs	\$477,325.00
Superstructure	\$0	\$0	\$0	CCI Increase (1.12)	\$720,595.94
Rougn Carpentry	\$70,000	(\$7,325)	\$77,325		
Exterior Closure	\$5,000	\$0	\$5,000		
Roofing	\$0	\$0	\$0		\$3,923,920.94
Demolition	\$93,000	\$0	\$93,000		
Interior Construction	\$540,000	(\$198,000)	\$738,000		
Conveying Systems	\$11,000	\$0	\$11,000		
HVAC	\$550,000	(\$103,000)	\$653,000		
Plumbing	\$300,000	\$0	\$300,000		
Fire Sprinkler	\$100,000	\$0	\$100,000		
Electrical	\$455,000	\$0	\$455,000		
LV Systems	\$349,000	\$0	\$349,000		
<i>Sub Bonds</i>	<i>\$56,000</i>	<i>(\$2,072)</i>	<i>\$58,072</i>		
<b>Site Logistics / Care &amp; Control</b>	<b>\$90,000</b>	<b>(\$26,143)</b>	<b>\$116,143</b>		
<b>Selected Alternates</b>					
<b>SUB-TOTALS</b>	<b>\$3,668,000</b>	<b>(\$2,864,540)</b>	<b>\$6,532,540</b>		
		\$0			
General Conditions	\$475,000	(\$60,000)	\$535,000		
Market Conditions @ 3%	\$0	(\$195,976)	\$195,976		
Estimating Contingency @ 11%	\$326,627	(\$391,952)	\$718,579		
Site Requirements	\$30,000	\$0	\$30,000		
		\$0			
<b>SUB-TOTALS</b>	<b>\$4,469,627</b>	<b>(\$3,542,469)</b>	<b>\$8,012,096</b>		
		\$0			
Performance and Payment Bond @ 0.9%	\$40,227	\$40,011	\$216		
Builders Risk @ 0.5%	\$22,348	\$12,499	\$9,849		
GL Insurance	\$0	\$0	\$0		
CMGC Fee @ 3.15%	\$142,764	(\$108,529)	\$251,293		
		\$0			
<b>TOTAL CONSTRUCTION COSTS</b>	<b>\$4,674,966</b>	<b>(\$3,598,487)</b>	<b>\$8,273,454</b>		
		\$0			
<b>SOFT COSTS</b>		\$0			
Permits & Fees	\$70,000	\$0	\$70,000		
Architectural Fee	\$650,000	(\$85,000)	\$735,000		
Consultants	\$175,000	(\$37,000)	\$212,000		
Commissioning-MHVAC	\$10,000	\$0	\$10,000		
Commissioning-Electrical	\$10,000	\$0	\$10,000		
Telecommunications	\$75,000	(\$10,000)	\$85,000		
Smart Classroom	\$190,000	(\$110,000)	\$300,000		
Asbestos Abatement	\$150,000	(\$130,000)	\$280,000		
Moving Expense	\$24,000	(\$16,000)	\$40,000		
1% for Art	\$36,680	(\$28,645)	\$65,325		
<b>SOFT COSTS TOTAL</b>	<b>\$1,330,000</b>	<b>(\$477,325)</b>	<b>\$1,807,325</b>		
		\$0			
<b>TOTALS</b>	<b>\$6,004,966</b>	<b>(\$4,075,813)</b>	<b>\$10,080,779</b>		





# Differences Between Original Estimate vs. Current Estimate

Category	Original Estimate	Current Estimate	Difference
<b>Seismic Improvements</b>	\$1,000,000.00	\$3,500,000.00	<b>\$2,500,000.00</b>
<b>Interior Construction</b>	\$500,000.00	\$737,000.00	<b>\$237,000.00</b>
<b>Soft Costs</b>	\$1,500,000.00	\$1,800,000.00	<b>\$300,000.00</b>
<b>Gallery Buildout</b>	\$0.00	\$210,000.00	<b>\$210,000.00</b>
<b>Construction Cost Inflationary Increase (12%)</b>	\$0.00	\$720,000.00	<b>\$720,000.00</b>
<b>Total</b>	<b>\$3,000,000.00</b>	<b>\$6,967,000.00</b>	<b>\$3,967,000.00</b>



# Additional Funding Sources for Current Estimate

<b>WOU ITC RENOVATION PROJECT</b>		
<b>AS OF 2 26 19</b>		
<b>SOURCES OF FUNDS</b>	<b>Amount Available</b>	<b>Dates Relavant</b>
1 Capital Repairs Q Bond 2017 A*	\$599,000.00	Must be spent by 3/3/2020; restricted use
2 Capital Repairs Q Bond 2019 A**	\$695,000.00	Received March 2019; restricted use
3 Non-Indirect Transfers to Building Use Credits Fund	\$2,460,000.00	
4 Proceeds from Sale of the University House	\$262,000.00	
<b>\$4.016M Additional Funds to SPEND on ITC Phase 3***</b>	<b><u>\$4,016,000.00</u></b>	
* for chiller upgrade (\$250k) & Low Voltage (\$349k)		
** for roof (\$485k) & gallery (\$210k)		
***in excess of \$6M original budget		



Questions??



## Proposal for a New Academic Program

**Institution:** Western Oregon University

**College/School:** College of Education

**Department/Program Name:** Division of Education and Leadership

**Degree and Program Title:** Bilingual/ESOL (English for Speakers of Other Languages)  
Undergraduate Certificate

### 1. Program Description

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

**13.0201**

- 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.

Bilingual education programs in Oregon are becoming more and more popular, and are expanding from the elementary levels into middle and high schools. Currently there are 37 districts in Oregon that grant the “Oregon State Seal of Bilingualism” to graduating seniors, and a number of additional districts are in the process of seeking approval. Bilingual education programs are multiplying for two reasons: First, research shows that bilingual programs work better than English-only programs for learners for whom English is a second language. Second, more and more parents who are monolingual English speakers want their children to be educated bilingually to better prepare them for life in our diverse communities and the global world.

Western Oregon University has a long history of contributing to this expertise, and this proposed undergraduate certificate in Bilingual/ESOL (English for Speakers of Other Languages) continues in that tradition. The certificate seeks to address the current shortage and high demand for teachers who are bilingual and who have expertise in second language acquisition theory and ESOL (English for Speakers of Other Languages) instructional methods.

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

The proposed course of study includes a total of 29 credits:

**Modern Language Requirement (8 credits)**

8 credits of upper division Modern Language courses (e.g., 300-level and above coursework in Spanish, German, French, ASL)

**ESOL Requirement (21 credits)**

ED 481: Introduction to ESOL and Bilingual Education (3)

ED 482: Foundations of ESOL/Bilingual Education (3)

- ED 483: Culture, Community and the ESOL/Bilingual Classroom (3)
- ED 484: First and Second Language Acquisition and Educational Linguistics (3)
- ED 491: Curriculum Models, Instructional Approaches and Assessment Strategies for English Language Learners (3)
- ED 492: Classroom Strategies for English Language Development in ESOL and Bilingual Settings (3)
- ED 409: Practicum Bilingual/ESOL (3) or ED 407: Seminar Bilingual/ESOL (3)

- 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 undergraduate certificate program will be delivered face-to-face on-campus at Western Oregon University, or through hybrid delivery (partially face-to-face and partially online).

- e. Adequacy and quality of faculty delivering the program.

In the area of Bilingual and ESOL education, Western Oregon University (WOU) currently employs four full-time, tenure-track professors, one full-time non-tenure track visiting assistant professor, as well as a number of part-time faculty. In the different areas of modern languages, WOU employs three full-time, tenure-track professors and three full-time non-tenure track assistant professors in Spanish, eight full-time non-tenure track instructors in ASL, one full-time, tenure-track professor and one instructor in German, and one instructor in French.

All faculty are outstanding educators, leaders within the field, and recognized experts across the state. In addition, a strong network of school-based collaborators assures an adequate supply of cooperating teachers for clinical experiences.

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

The Colleges of Education and Liberal Arts and Sciences at Western Oregon University have extensive existing resources in both human capital and physical capacity. This proposed program and associated faculty will be well supported.

- g. Other staff.

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

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

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

- i. Anticipated start date.

Summer 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.

WOU’s mission is to create lasting opportunities for student success through transformative education and personalized support. One of its institutional priorities is “Community Engagement,” which emphasizes the creation of meaningful opportunities for lasting partnerships with local communities and regional and global organizations. The following goals are embedded within this institutional priority:

- 1. Enhance access to and support for experiential learning and co-curricular activities.
- 2. Increase institutional engagement with local, regional and global communities.
- 3. Improve the connections between university programs and activities and surrounding communities.
- 4. Support knowledge, experiences and activities that promote a better understanding of diversity-related topics.

The proposed undergraduate certificate program in Bilingual/ESOL is tightly aligned to WOU’s mission and this institutional priority through increasing skillfulness of educators and supporting personnel working with children and families who are linguistically and culturally diverse.

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

With growing numbers of students in Oregon schools whose home language is not English, Oregon needs increasing numbers of bilingual educators and supporting personnel with specialized knowledge and skills aligned to this undergraduate certificate.

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

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

### 3. Accreditation

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

Oregon Teacher Standards and Practices Commission (TSPC) identifies standards aligned to the ESOL educator endorsement. The proposed program is aligned to these standards and adds requirements for bilingual expertise (i.e., proficiency in a modern language). Furthermore, this undergraduate certificate will not culminate in an educator endorsement as it targets personnel and other interested educational professionals, in addition to public school teachers.

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and

indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

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

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

NA

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

NA

#### 4. Need

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

Western Oregon University currently has an expanding cohort of bilingual teacher scholars who are in the process of completing all the required coursework for this proposed undergraduate certificate program. We expect that approximately 100 students will enroll in the certificate program in the fall of 2019. In addition, we expect approximately 30 additional students to enroll each year. These students come to WOU through recruitment initiatives that reflect collaborations with partner Oregon school districts and community colleges.

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

Approximately 25-40 per year for the next five years.

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

In the immediate future, this undergraduate certificate program will serve our current population of students who are bilingual teacher scholars. Most of these students are bilingual and bicultural, and speak Spanish as a heritage language. These students are typically Oregon residents and enrolled full-time, and many of them are first-generation college students.

In the long-term, it is likely that this program will expand and serve a wide variety of students including part-time and full-time, resident, nonresident, and international students, and traditional and nontraditional undergraduate students.

- d. Evidence of market demand.

Bilingual teachers have been increasingly in demand as Oregon schools expand bilingual programs to reflect our changing population. The shortage of bilingual, bicultural, and biliterate teachers in Oregon conflicts with the goal of providing equitable educational opportunities to every learner and in particular to the growing population of students who speak languages other than English at home. Responding to such a shortage, WOU has partnered with school districts and community colleges to create the bilingual teacher scholars program: a “grow your own” bilingual teacher preparation program. Candidates are

provided with scholarships and, upon graduation and licensure, return to their school districts as practicing teachers. As stated above, current students in the bilingual teacher scholars program will be the first to benefit from this undergraduate certificate. As the certificate expands and becomes more established, we expect that an increasing number of international students, private school teachers, and supporting school personnel will seek out this undergraduate certificate program.

- a. 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).

Most public universities in Oregon offer ESOL endorsement programs for educators, but we believe this would be the first undergraduate certificate program in Bilingual/ESOL.

- b. 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 proposed undergraduate certificate will be an indication of quality and skillfulness attained by bilingual public school teachers, international educators, private school educators, and supporting school-based personnel.

## 5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

- Prepare teachers and other education professionals who have advanced language proficiency necessary to deliver instruction bilingually, in English and a modern language of emphasis.
- Prepare teachers and other education professionals who understand how first and second languages are acquired and developed, and apply research-based teaching and assessment practices that address the needs of emerging bilingual students in a variety of school settings.
- Prepare teachers and other education professionals who foster a climate that is inclusive of all diversity, understand the influence of culture on students' learning process and academic achievement, are knowledgeable about policies related to the education of emerging bilingual students, and collaborate with colleagues, administrators and families to meet learners' needs.

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

As with all academic programs in the College of Education, student learning outcomes will be assessed annually and data will be aggregated and reported consistently to facilitate continuous improvement. This work will be managed by the faculty of the ESOL/Bilingual Education program.

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

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



## 6. Program Integration and Collaboration

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

As stated previously, most Oregon public universities offer an ESOL endorsement program for educators but no undergraduate certificate in Bilingual/ESOL programs currently exist.

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

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

NA

- d. Potential impacts on other programs.

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

## 7. External Review

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

NA

*Revised May 2016*

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### Instructions on Budget Outline form

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#### 1. Whose viewpoint?

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

**2. No additional resources needed?**

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

**3. Additional resources needed?**

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

# Budget Outline Form: 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: 2019-2020

Program: **Bilingual/ESOL (English for Speakers of Other Languages) Undergraduate Certificate**

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

## 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

	<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F</b>
	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
<b>Personnel</b>						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>	0	0	0	0	0	0
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>	0	0	0	0	0	0
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>	0	0	0	0	0	0

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

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



## **Proposal for a New Academic Program**

**Institution: Western Oregon University**

**College/School: College of Education**

**Department/Program Name: Division of Education and Leadership**

**Degree and Program Title: Early Childhood Education Certificate**

### **1. Program Description**

- a. Proposed Classification of Instructional Programs (CIP) number. 13.1210
- b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, certificate, and concentrations offered.

The Early Childhood Education Certificate is an intensive series of early childhood courses (24-27 credits), which allows a student to focus deeply on content related to teaching young children (ages birth through grade 1/2). Our plan is that the WOU Early Childhood Education Certificate will lead to the Oregon TSPC Specialization in Early Childhood to add onto the candidate's teaching license. This allows student pursuing an Oregon multiple subjects teaching license (valid to teach Pre-K to Grade 8), to also specialize in the early childhood years (birth – Grade 1/2).

The rationale for this program/certificate is due to the merging of two programs the Education, Early Childhood Teaching Preparation, B.A./B.S. program and the Education, Early Childhood / Elementary Teaching Preparation, B.A./B.S. program into one pathway as per TSPC's request. As such, some of the valuable early childhood education courses are no longer required in the revised major. However many students still want to create more of a focus on the early years, especially if they are interested in teaching in public Pre-K, Kindergarten or Grade 1. The courses listed in this Certificate would provide a strong focus on teaching young children.

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

#### CORE COURSES

- ED 343 Purposes of Play (Credits: 3)
- ED 348 Developmentally Appropriate Practices: EC Play, Development and Literature (Credits: 3)
- ED 380 Infant and Toddler Development (Credits: 3)
- ED 443 Supporting Language, Literacy & Culture (Credits: 3)
- ED 448 Early Childhood Curriculum (birth – 4<sup>th</sup> grade) (Credits: 3)
- ED 450 Methods for Classroom Management (Credits: 3)
- ED 464 Families & Community Involvement in Early Childhood Education (Credits: 3)
- ED 485 Early Childhood Education: Leadership and Administration (Credits: 3)

For students seeking the TSPC Early Childhood Specialization:

- ED 409 Practicum (Credits: 3)

(24-27 credits total)

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).

On campus delivery through hybrid, online, and face-to-face classes to meet the needs of working teachers.

e. Adequacy and quality of faculty delivering the program.

Current full-time tenure-track (3) and non-tenure-track (3) faculty in early childhood will deliver instruction. All current faculty have graduate degrees in early childhood education or related areas, experience from the field teaching young children and working with families, and experience teaching early childhood courses at the higher education level.

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

The College of Education at WOU has extensive resources (building, materials, human capital) to successfully launch this certificate with existing courses.

g. Other staff.

This certificate will be supported by College of Education staff who already serve the needs of education students and programs. No additional staff will be needed.

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

Facilities (RVEC building), library, and other resources are able to be accessed by early childhood students and faculty. No additional resources are needed.

i. Anticipated start date.

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.

The Early Childhood Education Certificate supports WOU's mission of creating "lasting opportunities for student success through transformative education and personalized support". Student success in this case is providing an opportunity for undergraduate students who are gaining specialized knowledge and skills in working with Oregon's youngest population. This supports student growth and future job success, to provide a "leg up" in the job market especially in highly sought after public school Grade K and 1 teaching positions.

WOU's vision includes:

- Adapting to the changing world through continuous institutional improvement, evolving pedagogies and expertise, sustained scholarly and creative activities, and delivery of critical and innovative programs, and
- Challenging students, faculty and staff to grow profoundly through inspiring, thought-provoking educational experiences.

Through the Certificate, students outside of the education major will have the experience of learning from Education faculty and learning outside of their major in a trans-disciplinary way. Being able to connect ideas from different fields and collaborate with other professionals are skills that will be valuable to graduates seeking jobs. Students within education will be provided a clear way to specialize in the age group they are most interested in working with.

- 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.

Oregon is currently focused on the needs of its youngest citizens, due to increasing poverty rates, the school-to-prison pipeline, and the effects of family trauma. This certificate will provide students with knowledge, skills, and research-based strategies to support young children and their families in our local Oregon communities. By supporting and improving the lives of young children, graduates will be able to improve outcomes for future generations of Oregonians.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

- i. improve educational attainment in the region and state;
- ii. respond effectively to social, economic, and environmental challenges and opportunities; and
- iii. address civic and cultural demands of citizenship.

The Early Childhood Education Certificate meets statewide needs for professionals with a focused and specialized knowledge of child development, early childhood education, and families; who will work in a variety of fields. Those students with a TSPC Multiple Subjects license, may be eligible to add on the TSPC Early Childhood Specialization to their license.

## 3. Accreditation

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

The National Association for the Education of Young Children (NAEYC) creates standards for early childhood higher education programs. The proposed certificate and all courses have been aligned with NAEYC standards. This certificate will eventually culminate in a specialization added to an individual's teaching license from the state.

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

The Early Childhood Education Certificate would be included in the Council for Accreditation for Educator Preparation (CAEP) accreditation process as are most teacher education programs, due to the fact that the certificate would eventually culminate in a specialization on the teaching license. In addition, the certificate would be subject to accreditation requirements for Northwest Commission on Colleges and Universities (NWCCU). Due to the already established courses with learning outcomes, assessments, rubrics, and alignment with appropriate standards, this certificate would be well poised for accreditation.

- 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.

N/A

- 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.

The steps taken will be for the Early Childhood faculty to continue on the path to re-accreditation through NWCCU with WOU. Additionally, the faculty will work within their College to begin the process for CAEP as needed. Counting graduates of the certificate, surveying graduates, and seeking feedback from students and faculty in ways to further improve the certificate once offered.

#### 4. Need

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

Approximately 20 undergraduate students per year are anticipated to be enrolled in the certificate for the next five years.

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

20 students per year would be expected to complete the certificate and graduate from WOU each year for the next five years.

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

Students served could be all of the above, especially non-traditional students.

- d. Evidence of market demand.

We are building the Early Childhood Education Certificate due to the desire of students to specialize at the early childhood level.

TSPC created the Early Childhood Education Specialization in 2016, and as of yet, no Institute of Higher Education in Oregon has offered the coursework leading to the Specialization. WOU would be the first and only institution in Oregon to offer a certificate towards the TSPC Early Childhood Education Specialization. This winter, the Division of Education and Leadership will be putting forward a proposal for the Specialization through TSPC at the same time as WOU's Curriculum process. The courses and content have been carefully aligned with Oregon Administrative Rule Standards for the Early Childhood Education Specialization to meet TSPC requirements.

The Early Childhood Education Certificate would provide a clear pathway for students to see in DegreeTracks the courses needed to complete the Certificate and, potentially, TSPC Specialization. Because we do not, as of yet, have TSPC approval, our catalog language will not advertise the Early Childhood Specialization from TSPC. As soon as this Certificate is approved through Curriculum Committee and approval has been granted through TSPC, the Early Childhood Faculty plan on putting catalog changes through Curriculum Committee to add TSPC Specialization language to the program.

- 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).

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 this program?

This Early Childhood Education Certificate would eventually lead to a TSPC Specialization in Early Childhood Education on a TSPC Multiple Subjects license for those students in the Education, Early Childhood / Elementary Teaching Preparation, B.A./B.S. program or the Education, Elementary / Middle Level Teaching Preparation, B.A./B.S. program. For these students with licensure, career paths could include: elementary public school teacher, public pre-K teacher, or teacher leader. Most students who have a Multiple Subjects teaching license are immediately employed in a school district upon, or shortly after, graduation.

Some students who are not interested in teacher licensure might also consider the certificate. For these students, career paths could include: child therapist, preschool teacher, infant/toddler teacher, school leader, Head Start teacher, behavioral analyst, private school teachers, etc. Some of these career paths may require additional education at the graduate level depending on employer regulations.

## 5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

+++Learning Outcomes for the Early Childhood Certificate:

- Develop reflective professionals who are advocates for young children and their families.
- Create an inclusive climate where diversity is valued.

- Develop an understanding of educational policies, structures, and practices that influence young children and their families.

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

As with all academic programs in the College of Education, student learning outcomes will be assessed annually and data will be aggregated and reported consistently to facilitate continuous improvement. This work will be managed by the faculty of the Early Childhood program.

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

3 Early Childhood Faculty members are tenure-track, and are subject to the requirements for scholarship for all tenure track faculty including publication in peer-reviewed journals, direct research on topics of early childhood education, and presentations at state and national early childhood conferences. 3 Early Childhood full time faculty members are non-tenure track, and although they are not required to publish and present, each of these faculty members presents at local and state conference on the topic of early childhood education. All faculty are subject to the requirements of the collective bargaining agreement.

Indicators of success of early childhood faculty members in research and/or scholarship would be research-to-practice type activities that inform our local community (Polk/Marion counties) and our state of Oregon, about the importance of the early years and share current research in a useful and appropriate way for teachers and families to understand and put into practice.

## 6. Program Integration and Collaboration

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

There are no other Oregon colleges or universities that offer an approved program toward the TSPC Early Childhood Specialization. WOU would be the first in the state to offer it.

- 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.

N/A

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

N/A

- d. Potential impacts on other programs.

Potential undergraduate students who want to focus on pursuing a teaching license in Oregon with a specialization in early childhood education, may be drawn to WOU rather, than other programs, with this new addition to our curricular line-up.

## 7. External Review

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

N/A

## Instructions on Budget Outline form

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### 1. Whose viewpoint?

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

### 2. No additional resources needed?

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

### 3. Additional resources needed?

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

# Budget Outline Form: 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: 2019-2020

Program: Early Childhood Education Undergraduate Certificate

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

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

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



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



## **Proposal for a New Academic Program**

**Institution: Western Oregon University**

**College/School: College of Education**

**Department/Program Name: Division of Education and Leadership**

**Degree and Program Title: Early Childhood Minor**

### **1. Program Description**

- a. Proposed Classification of Instructional Programs (CIP) number. 13.1210
- 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 Early Childhood Minor is comprised of 18 credits of early childhood coursework, as a minor for non-Education majors. In many of our upper division courses, Early Childhood faculty have noticed an increase in enrollment from non-majors from fields such as ASL, Gerontology, Interdisciplinary Studies, and Psychology. When asked, these non-majors indicated they were interested in learning more about working with young children, but were not interested in pursuing a teaching license or working directly as a teacher in a formal school environment. This led us to the creation of the Early Childhood minor, with six education courses focused on young children and hot topics in early childhood education. Because these non-major students will not be pursuing teacher licensure, there is no practicum or internship required as part of this minor.

This minor provides non-majors many options to customize their six courses in early childhood to meet their professional needs. Two required courses, ED 348 and ED 343 are courses that have taught for some time and are foundational courses in early childhood focusing on play and developmentally appropriate practices. The four additional "choose one" courses come from a list of high-interest / current affairs courses in early childhood that have been recently approved through Curriculum Committee, such as "Policy and Advocacy in Early Childhood", and "Infant Mental Health".

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

CORE COURSES:

ED 343 Purposes of Play in Learning (Credits: 3)

ED 348 Developmentally Appropriate Practices (Credits: 3)

CHOOSE ONE:

- ED 231D Typical and Atypical Development (Credits: 3)
- ED 250 Inclusive Practices in Early Childhood Settings (birth-4<sup>th</sup> grade) (Credits: 3)
- ED 380 Infant and Toddler Development (Credits: 3)

CHOOSE ONE:

- ED 285 Introduction to Families (Credits: 3)
- ED 383 Introduction and Overview of Infant Mental Health (Credits: 3)
- ED 419/519 Poverty, Young Children, and their Families (Credits: 3)

CHOOSE ONE:

- ED 420/520 Global Perspectives in Early Childhood Education (Credits: 3)
- ED 425/525 Early Childhood Policy and Advocacy (Credits: 3)
- ED 485/585 Contemporary Developments in ECE Leadership (Credits: 3)

CHOOSE ONE:

- ED 340 Standing on the Shoulders of Giants: History and Theories of Early Childhood Education (Credits: 3)
- ED 357 Approaches to Early Childhood Education: Montessori, Reggio, & Waldorf (Credits: 3)
- ED 448 Early Childhood Curriculum (birth-4<sup>th</sup> Grade) (Credits: 3)

Total: 18 credits

- 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).

On campus delivery through hybrid, online, and face-to-face classes to meet the needs of working teachers.

- e. Adequacy and quality of faculty delivering the program.

Current full-time tenure-track (3) and non-tenure-track (3) faculty in early childhood will deliver instruction. All current faculty have graduate degrees in early childhood education or related areas, experience from the field teaching young children and working with families, and experience teaching early childhood courses at the higher education level.

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

The College of Education at WOU has extensive resources (building, materials, human capital) to successfully launch this minor with existing courses.

- g. Other staff.

This minor will be supported by College of Education staff who already serve the needs of education students and programs. No additional staff will be needed.

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

Facilities (RWEBC building), library, and other resources are able to be accessed by early childhood students and faculty. No additional resources are needed.

- i. Anticipated start date.  
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.

The Early Childhood Minor supports WOU's mission of creating "lasting opportunities for student success through transformative education and personalized support". Student success in this case is providing an opportunity for non-education undergraduate students who gaining knowledge and skills in working with Oregon's youngest population. This supports student growth and future job success, if they are seeking a non-teaching career that required some knowledge of early childhood, eg. child therapist, school counselor, social worker, juvenile justice, deaf education, etc.

WOU's vision includes:

- Adapting to the changing world through continuous institutional improvement, evolving pedagogies and expertise, sustained scholarly and creative activities, and delivery of critical and innovative programs, and
- Challenging students, faculty and staff to grow profoundly through inspiring, thought-provoking educational experiences.

Through the Early Childhood Minor, students outside of the education major will have the experience of learning from Education faculty and learning outside of their major in a trans-disciplinary way. Being able to connect ideas from different fields and collaborate with other professionals are skills that will be valuable to graduates seeking jobs.

- 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.

Oregon is currently focused on the needs of its youngest citizens, due to increasing poverty rates, the school-to-prison pipeline, and the effects of family trauma. This minor will provide students with knowledge, skills, and research-based strategies to support young children and their families in our local Oregon communities. By supporting and improving the lives of young children, graduates will be able to improve outcomes for future generations of Oregonians.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

- i. improve educational attainment in the region and state;

- ii. respond effectively to social, economic, and environmental challenges and opportunities; and
- iii. address civic and cultural demands of citizenship.

The Early Childhood Minor meets statewide needs for professionals with some background knowledge of child development, early childhood education, and families; who will work in a variety of fields.

### 3. Accreditation

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

The National Association for the Education of Young Children (NAEYC) creates standards for early childhood higher education programs. The proposed minor and all courses have been aligned with NAEYC standards. This minor will not culminate in either a teaching degree or a teaching license from the state.

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

The Early Childhood Minor would not be included in the Council for Accreditation for Educator Preparation (CAEP) accreditation process as are most teacher education programs, due to the fact that the minor does not culminate in a teaching license or degree. However the minor would be subject to accreditation requirements for Northwest Commission on Colleges and Universities. Due to the already established courses with learning outcomes, assessments, rubrics, and alignment with appropriate standards, this minor would be well poised for accreditation.

- 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.

N/A

- 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.

The steps taken will be for the Early Childhood faculty to continue on the path to re-accreditation through NWCCU with WOU. Counting graduates of the minor, surveying graduates, and seeking feedback from students and faculty in ways to further improve the minor once offered.

### 4. Need

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

Approximately 10 non-education undergraduate students per year are anticipated to be enrolled in the minor for the next five years.

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

N/A (this is a minor). However graduates would have the minor printed on their diploma. So 5-10 students per year would be expected to complete the minor and graduate from WOU each year for the next five years.

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

Students served could be all of the above, especially non-traditional students.

- d. Evidence of market demand.

We are building the Early Childhood Minor due to the existing enrollment of non-education students in early childhood classes at the undergraduate level. There are many non-education fields in Oregon that seek a background and some knowledge of early childhood and child development, eg. child therapist, school counselor, social worker, juvenile justice, deaf education, etc.

- 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).

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 this program?

This Early Childhood Minor would not lead to licensure.

Career paths could include: child therapist, school counselor, social worker, juvenile justice, deaf education, etc. Some of these career paths may require additional education at the graduate level depending on employer regulations.

## 5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Learning Outcomes for the Early Childhood Minor:

- Develop reflective professionals who are advocates for young children and their families.
- Create an inclusive climate where diversity is valued.
- Develop an understanding of educational policies, structures, and practices that influence young children and their families.

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

As with all academic programs in the College of Education, student learning outcomes will be assessed annually and data will be aggregated and reported consistently to facilitate continuous improvement. This work will be managed by the faculty of the Early Childhood program.

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

3 Early Childhood Faculty members are tenure-track, and are subject to the requirements for scholarship for all tenure track faculty including publication in peer-reviewed journals, direct

research on topics of early childhood education, and presentations at state and national early childhood conferences. 3 Early Childhood full time faculty members are non-tenure track, and although they are not required to publish and present, each of these faculty members presents at local and state conference on the topic of early childhood education. All faculty are subject to the requirements of the collective bargaining agreement.

Indicators of success of early childhood faculty members in research and/or scholarship would be research-to-practice type activities that inform our local community (Polk/Marion counties) and our state of Oregon, about the importance of the early years and share current research in a useful and appropriate way for teachers and families to understand and put into practice.

## **6. Program Integration and Collaboration (NOT NEEDED FOR A NEW MINOR)**

- a. Closely related programs in this or other Oregon colleges and universities.
- 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.
- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
- d. Potential impacts on other programs.

## **7. External Review (NOT NEEDED FOR A NEW MINOR)**

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

*Revised May 2016*

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### **Instructions on Budget Outline form**

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#### **1. Whose viewpoint?**

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

#### **2. No additional resources needed?**

If the program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the

budgetary unit responsible for the program, the budgetary impact would be near zero and should be so reported in the table.

**3. Additional resources needed?**

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



# Budget Outline Form: 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: 2019-2020

Program: Minor in Early Childhood

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

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

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

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



## Proposal for a New Academic Program

**Institution:** Western Oregon University

**College/School:** College of Liberal Arts and Sciences

**Department/Program Name:** English

**Degree and Program Title:** (Minor) English Studies

### 1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number.
- 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 English Department has spent two years reviewing assessment data from our senior capstone, 30/60/90 data, numbers of majors/minors, national trends in the discipline, and other sources. We are submitting a large program change to update our literature offerings, restructure the major to meet the new requirements, add a new, more general English Studies concentration & minor, include new general education offerings, and other more minor tweaks. This new minor, to go along with the new concentration, allows students to mix English fields rather than focus on just one (current minors: Linguistics, Literature, Writing).

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

#### **English Studies minor (24 credits)**

Note: may not be combined with a major in any English Studies concentration

Two lower- or upper-division courses from English Studies fields (8)

Four upper-division courses from English Studies fields (16)

Students planning any English area minor need to be aware of prerequisites for upper-division courses. Planning with an advisor is essential.

(Department mission for all majors/minors: Provides personalized learning opportunities leading to advanced studies or a variety of careers including teaching, writing, editing, linguistics and literature. The various programs help students develop a broad knowledge of literature, language and writing to foster analytical and critical skills. Students encounter new ideas; appreciate aesthetic and practical language; become impassioned readers, writers and thinkers; and gain perspectives in assimilating and evaluating their new experiences.)

- 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).

Primary location is main campus WOU; occasionally, courses may be offered at the Salem site and/or online.

- e. Adequacy and quality of faculty delivering the program.

Current faculty who deliver courses for the specialty minors (and concentrations) will deliver the same courses for use in this minor. No different courses for new minor, just how they are combined will change.

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

Current faculty and offerings are adequate to deliver the minor.

- g. Other staff. N/A

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

Current resources are adequate.

- i. Anticipated start date.

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

We anticipate that some students will migrate to this minor because it allows them the freedom to mix English areas in a way that suits their goals; for example, a writer may indeed opt for a Writing minor, but the English Studies minor would allow them to include a linguistics course in grammar as well. While minors are no longer required, the ability to 'mix and match' in this minor might assist students to graduate with a secondary field that is attested on their transcript. Because there are no specific courses required (though students need to build in needed pre-requisites), students can also utilize transfer coursework more easily. English courses build a student's facility with critical analysis, communication, and close reading, skills which transfer to a variety of career fields.

### **3. Accreditation – only general university accreditation is relevant to this minor.**

#### **4. Need**

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.
- b. Expected degrees/certificates produced over the next five years.
- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).
- d. Evidence of market demand.
- 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).
- 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?

Because WOU has discontinued mandatory minors, it is difficult to anticipate enrollments and FTE. However, because majors and minors in our department take the same courses, we will not need to add new courses to our lineup or engage additional faculty in order to offer this minor. Our portfolio assessment reviews and our recent outside program reviewer both attest to the desirability of offering major/minor options which combine our three English fields.

#### **5. Outcomes and Quality Assessment**

- a. Expected learning outcomes of the program.

##### Learning Outcomes

1. Develop a broad grasp of the linguistic, literary, and rhetorical components of English as a field of study.
  2. Analyze how varied uses of the English language have contributed to American and global cultures.
  3. Apply theories and research methods as appropriate to analyze and produce texts for a variety of purposes.
- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

We assess the whole English program via a senior portfolio on a yearly basis.

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

This minor uses current English area faculty, and tenure/post-tenure review happens on a regular basis.

#### **6. Program Integration and Collaboration**

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

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

The WOU English program is unique among the public institutions in Oregon in that it combines literature, linguistics, and writing in one program. Therefore, we are in a singular position to provide this intra-disciplinary yet cross-disciplinary minor.



# 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: 2019-20

Program: Minor in English 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
<b>Personnel</b>						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>	0	0	0	0	0	0
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>	0	0	0	0	0	0
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>	0	0	0	0	0	0
<b>GRAND TOTAL</b>	0	0	0	0	0	0

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

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

## 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

	<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F</b>
	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
<b>Personnel</b>						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>	0	0	0	0	0	0
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>	0	0	0	0	0	0
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>	0	0	0	0	0	0
<b>GRAND TOTAL</b>	0	0	0	0	0	0



## **Proposal for a New Academic Program**

**Institution: Western Oregon University**

**College/School: College of Education**

**Department/Program Name: Division of Education and Leadership**

**Degree and Program Title: Minor in English to Speakers of Other Languages (ESOL) and Bilingual Education**

### **1. Program Description**

- a. Proposed Classification of Instructional Programs (CIP) number.
- 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 faculty of the Division of Education and Leadership proposes a minor in ESOL and Bilingual Education. The division currently offers approved programs leading to endorsements in ESOL, as well as specializations in Dual Language.

The ESOL minor at Western Oregon University is designed to support educators in attaining deep theoretical knowledge and specific pedagogical skills to support the academic language development of emergent bilingual students in P-12 instructional contexts. The ESOL minor would be open to both practicing or future educators who wish to add the endorsement to an Oregon teaching license as well as to current students enrolled in a programs outside of the College of Education who wish to add this area of expertise to their program of study. Upon completion of the minor, participants will have a deeper understanding of the academic needs of English language learners in P-12 schools and be prepared to deliver instruction and provide support to linguistically and culturally diverse learners.

The ESOL minor requires 18 quarter hours consisting of six, three-credit courses that are taken sequentially. For those students who wish to add an ESOL endorsement to their license an additional, field-based practicum consisting of 3CR hours will be required . The six courses leading to the specialization address principles and practices of ESOL and bilingual

education, foundational knowledge of English language instruction, theories of language acquisition and educational linguistics, assessment, sociocultural influences on learning language. At the core of the minor is a commitment to developing reflective practitioners who analyze and critique their own beliefs, theories, and classroom practices to ensure they are meeting the academic needs of their emergent bilingual students. Courses will be taught by faculty whose expertise and scholarship focus on the teaching and learning of linguistically diverse students in P-12 linguistically and culturally diverse settings.

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

Course Number	Title	Credit Hours
ED 481D	Introduction to ESOL and Bilingual Education	3
ED 482D	Foundations of ESOL and Bilingual Education	3
ED 483D	Culture, Community, and the ESOL/Bilingual Classroom	3
ED 484D	First and Second Language Acquisition and Educational Linguistics	3
ED 491D	Curriculum Models, Instructional Approaches and Assessment Strategies for ELLs	3
ED 492D	Classroom Strategies for English Language Development in ESOL and Bilingual Settings	3

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

To ensure that the ESOL minor attracts a sufficient enrollment the courses will be offered in variety of formats. Courses will be offered face to face, as hybrids (mixing online and face-to-face sessions), and online. The multiple courses fulfilling the requirements fulfilling the minor will be offered each term throughout the school year as well as during summer terms.

d. Adequacy and quality of faculty delivering the program.

Courses will be delivered by faculty who have expertise in the areas of ESOL. Currently, the department has four tenure-track faculty members who hold doctorate degrees with specializations in ESOL and Bilingual Education. Additionally, the faculty has a full-time visiting assistant professor who is pursuing her doctorate in education with an ESOL focus.

e. The minor would be offered beginning in the 2019-2020 academic year.

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

The ESOL minor supports the mission and goals of Western Oregon University and the state of Oregon in several specific ways. First, the ESOL minor would directly support an integral part of WOU's mission statement, "Adapting to the changing world through continuous institutional improvement, evolving pedagogies and expertise, sustained scholarly and creative activities, and delivery of critical and innovative programs." WOU has been committed to preparing educators who are effective teachers, advocates, and leaders for the linguistically and culturally diverse they serve in schools and ESOL minor will continue this mission. Secondly, the ESOL minor would support Oregon Department of Education's goal for English language learner programming in two of ODE stated goals for English language learner programming:

To assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;

To assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings

The ESOL minor would also meet regional and statewide needs in growing a workforce that enhances the state’s capacity to serve linguistically and culturally diverse populations residing in Oregon.

### 3. Accreditation

- a. 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.

The ESOL minor will serve as a modification to an existing accredited program, the ESOL endorsement. The ESOL minor would adhere to the same standards required by professional accreditation agencies, namely CAEP.

### 4. Need

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

Anticipated Fall Term Headcount	FTE Enrollment 2019	FTE Enrollment 2020	FTE Enrollment 2021	FTE 2022	FTE 2023
	40	40	50	50	60

- b. Expected degrees/certificates produced over the next five years.
- c. Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).
- d. Evidence of market demand.
- 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).
- 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?

The College of Education of Western Oregon University currently has a robust ESOL endorsement program that serves a large number of educators in the state of Oregon. **There is a need for the ESOL minor be added to our curriculum because veterans and students nearing the end of their programs experience difficulties due to restrictions on pursuing an endorsement (as opposed to minor) related to financial aid. Additionally, having a minor facilitates student and advisors in monitoring degree completion on Degree Tracks.**



- a. Expected learning outcomes of the program.

The ESOL minor is designed to meet the following learning outcomes:

- Prepare teachers to understand how first and second languages are acquired and developed, and apply research-based teaching and assessment practices that address the needs of English language learners in a variety of school settings.
- Prepare teachers to foster a classroom climate that is inclusive in all diversity, and understand the influence of culture on students' learning process and academic achievement.
- Prepare teachers who are knowledgeable about policies related to the education of English language learners, and who collaborate with colleagues, administrators and families to meet their learners' needs.

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

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

#### **5. Program Integration and Collaboration**

- a. There are currently no identified negative effects of adding the ESOL minor. on other programs. Having an ESOL minor will allow those outside of the college of education to pursue a minor, so there are many opportunities to collaborate with programs in other disciplines

#### **7. External Review**

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

N/A

# 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: 2019-2020

Program: Minor in English for Speakers of Other Languages (ESOL) and Bilingual Education

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

## 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

	<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F</b>
	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
<b>Personnel</b>						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>	0	0	0	0	0	0
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>	0	0	0	0	0	0
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>	0	0	0	0	0	0
<b>GRAND TOTAL</b>	0	0	0	0	0	0

## 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

	<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F</b>
	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
<b>Personnel</b>						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>	0	0	0	0	0	0
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>	0	0	0	0	0	0
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>	0	0	0	0	0	0
<b>GRAND TOTAL</b>	0	0	0	0	0	0

## 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

	<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F</b>
	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
<b>Personnel</b>						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>	0	0	0	0	0	0
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>	0	0	0	0	0	0
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>	0	0	0	0	0	0
<b>GRAND TOTAL</b>	0	0	0	0	0	0

# Hispanic Serving Institution

April 17, 2019

President Rex Fuller

Dr. Kathy Espino-Perez

David McDonald



Western Oregon  
UNIVERSITY



Western Oregon University creates  
lasting opportunities for student success  
through transformative education and  
personalized support.



# Road map for today

- Demographic trends
- Trends in higher education
- What is an HSI?
- WOU and HSI status
- How do we get there?
  - Diversity structures
  - Cultural aspects
- Suggestions on path forward





# Hispanic demographics

- 59.1 million Hispanics in U.S. in 2017, plus 3.3 million in Puerto Rico
- 50% growth from 2000-2016, largest of all population groups except Asian Americans
- Median age is 29.0 for Hispanics, compared to 37.9 for the population as a whole
- 18.2% of U.S. population—largest racial minority group about 60 million
- 13.1% of Oregon—about 550,000 people
- Source: *2018 Fact Sheet Hispanic Higher Education and HSIs*, Hispanic Association of Colleges and Universities (HACU).



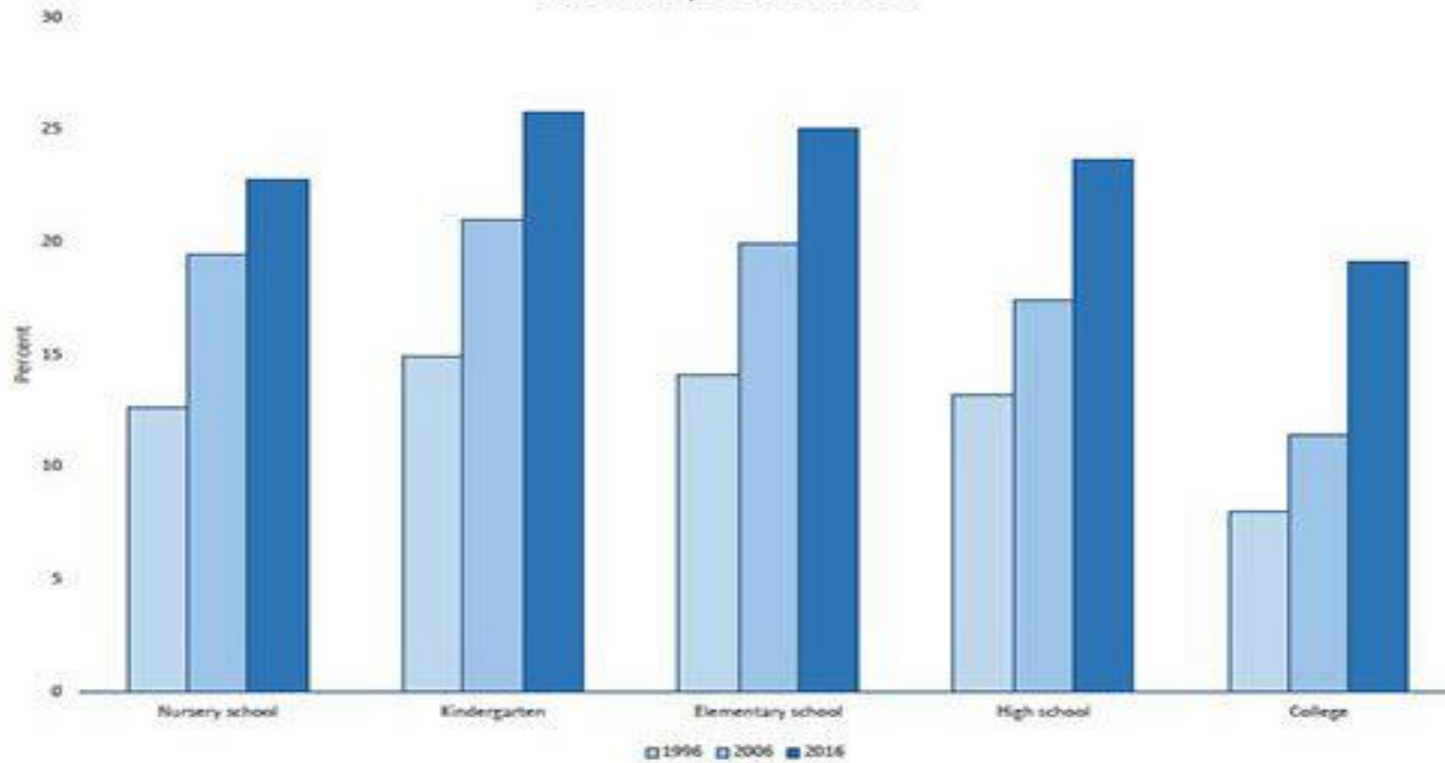
# Hispanic demographics

- More than 50% of the nation's Hispanics live in **California**, Florida and **Texas**. Adding New York, **Arizona**, Illinois, New Jersey, and **Colorado** accounts for over 75% of all Hispanics
- Hispanic population growth has been most rapid in the South and Midwest
- 2016 buying power of U.S. Hispanics was \$1.4 trillion, projected to reach \$1.7 trillion by 2020

Source: *2018 Fact Sheet Hispanic Higher Education and HSIs*, Hispanic Association of Colleges and Universities (HACU).



**Figure 1: Hispanic Students as a Percentage of Total Enrollment by Level of School, 1996 to 2016**



Source: U.S. Census Bureau, Current Population Survey, School Enrollment Supplement files, 1996-2016



# Hispanics in higher education

- 17.2% of Hispanics have at least a bachelor's degree and 5.0% an advanced degree, as of 2017, compared to 38.1% and 14.3% for non-Hispanic whites.
- 72.0% of Hispanic recent high school graduates ages 16-24 were enrolled in college in 2016, compared to 69.7% for whites.
- 46.0% (1,403,736) of Hispanic undergraduate students attend two-year institutions (compared to 36.6% of all undergraduates).
- 59% of all Hispanics enrolled in U.S. colleges attend Hispanic-Serving Institutions (HSIs) (Santiago, 2013).

Source: *2018 Fact Sheet Hispanic Higher Education and HSIs*, Hispanic Association of Colleges and Universities (HACU).



# Hispanics in higher education

**Table 1. Educational Attainment of the Population 18 Years and Over, by Age, Sex, & Race: 2016**

	HS graduate	Some college, no degree	Associate's degree, occupational	Associate's degree, academic	Bachelor's degree	Master's degree	Professional degree	Doctoral degree
All Races	29.0%	19.1%	4.0%	5.5%	19.5%	8.2%	1.3%	1.6%
Hispanic	31.2%	17.3%	3.1%	4.0%	10.0%	3.3%	0.5%	0.6%
Gap	-2.2%	1.8%	0.9%	1.5%	9.5%	4.9%	0.8%	1.0%

Source: U.S. Census Bureau, Current Population Survey, 2016 Annual Social and Economic Supplement



# Hispanics in higher education

**Table 306.20. Total fall enrollment in degree-granting postsecondary institutions, by level and control of institution and race/ethnicity of student**

Level and control of institution and race/ethnicity of student	Fall enrollment (in thousands)		% Chng 2010 to 2017
	2010	2017	
<b>All students, Higher Ed</b>	<b>21,019.4</b>	<b>19,765.6</b>	-6.0%
Public	15,142.2	14,560.2	-3.8%
White	9,182.1	7,641.2	-16.8%
Hispanic	2,163.8	2,923.7	35.1%
<b>Four-Year Total</b>	<b>13,335.8</b>	<b>13,823.6</b>	3.7%
Public	7,924.1	8,853.5	11.7%
White	5,069.6	4,851.6	-4.3%
Hispanic	869.5	1,471.0	69.2%

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2018, Fall Enrollment component. (This table was prepared October 2018.)

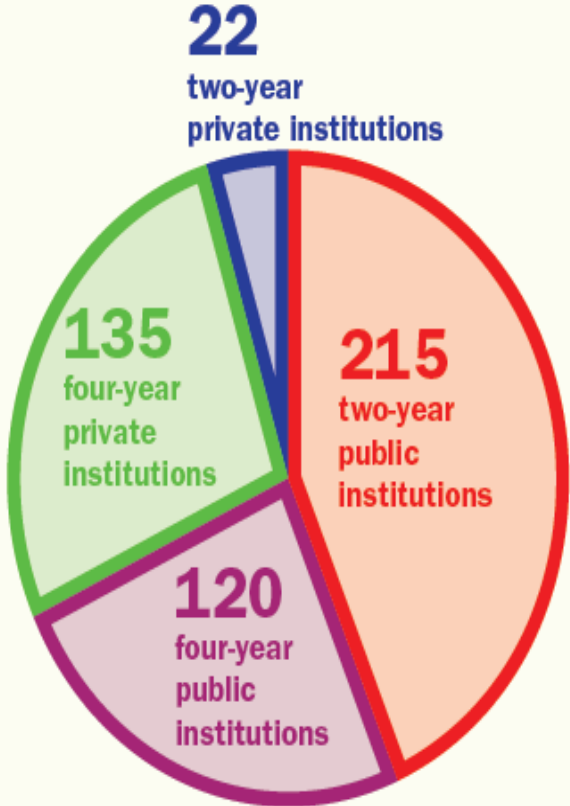
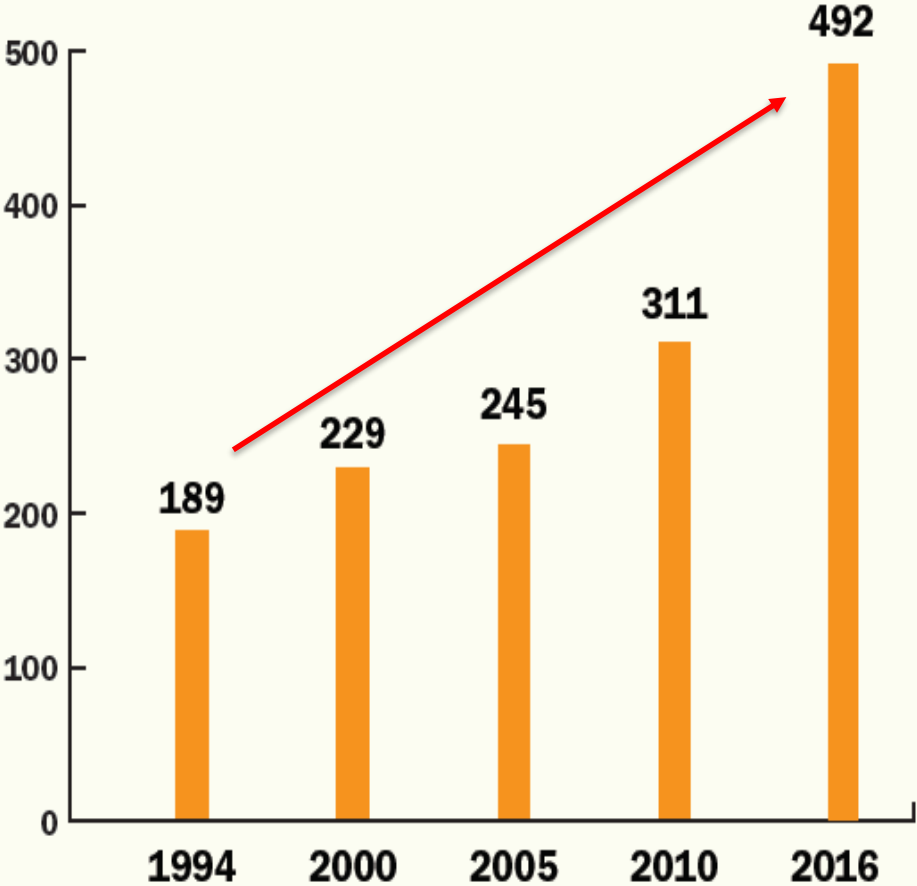


# What is an HSI?

- Defined by the Higher Education Act as degree-granting institutions with Full-Time Equivalent **undergraduate** enrollments at least 25% Hispanic.
- The mission of the HSI division is to “[provide] grant funding to institutions of higher education to assist with strengthening institutional programs, facilities, and services to **expand the educational opportunities for Hispanic Americans** and other underrepresented populations” (Office of Postsecondary Education, 2014).



# 492 Federal HSIs by institution type





# HSIs and funding

- Federal regulations stipulate that in order to maintain Title III and V eligibility, an HSI grantee must maintain its 25% Hispanic enrollment and be “making substantial progress toward achieving the objectives described in its grant application including, if applicable, the institution’s success in institutionalizing practices and improvements developed under the grant”
- HSIs receive 68 cents for every dollar going to all other colleges and universities annually, per student, from all federal funding sources.



# Title III and Title V funds

- Title III grants aim to increase the number of Hispanics in the science, technology, engineering, and math (STEM) fields among two- and four-year institutions (Higher Education Act of 1965).
- Title V grants foster the general development of the college or university and expand opportunities for Hispanics (Higher Education Act of 1965).
- In order to be eligible for a Title V grant, the institution must be an HSI and show a Hispanic enrollment of “needy students” (Higher Education Act of 1965).
- HSIs that apply for Title III and V grants are provided funding for five years, in which they must reapply contingent upon meeting the criteria.



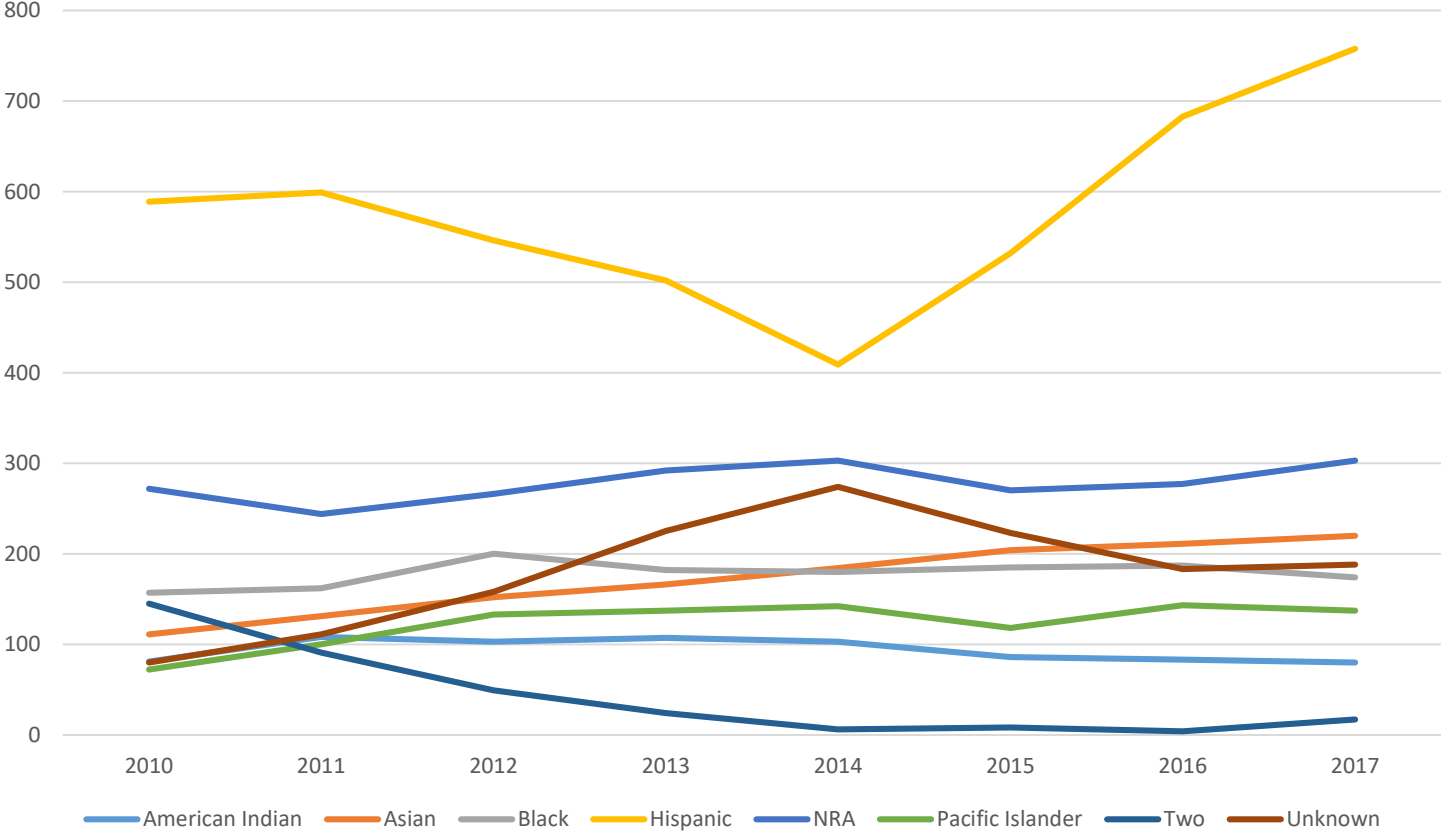
# UG Enrollment by Public University

Undergraduates Only (Admitted and Non-admitted), OSU Campuses Combined				
	Total	Hispanic	Minority	Percent Hispanic of Total
WOU	4759	758	1369	15.9%
PSU	21167	2956	6107	14.0%
UO	19340	2316	4026	12.0%
OIT	5380	586	1163	10.9%
EOU	2737	287	495	10.5%
SOU	5523	549	824	9.9%
OSU	26793	2529	5056	9.4%



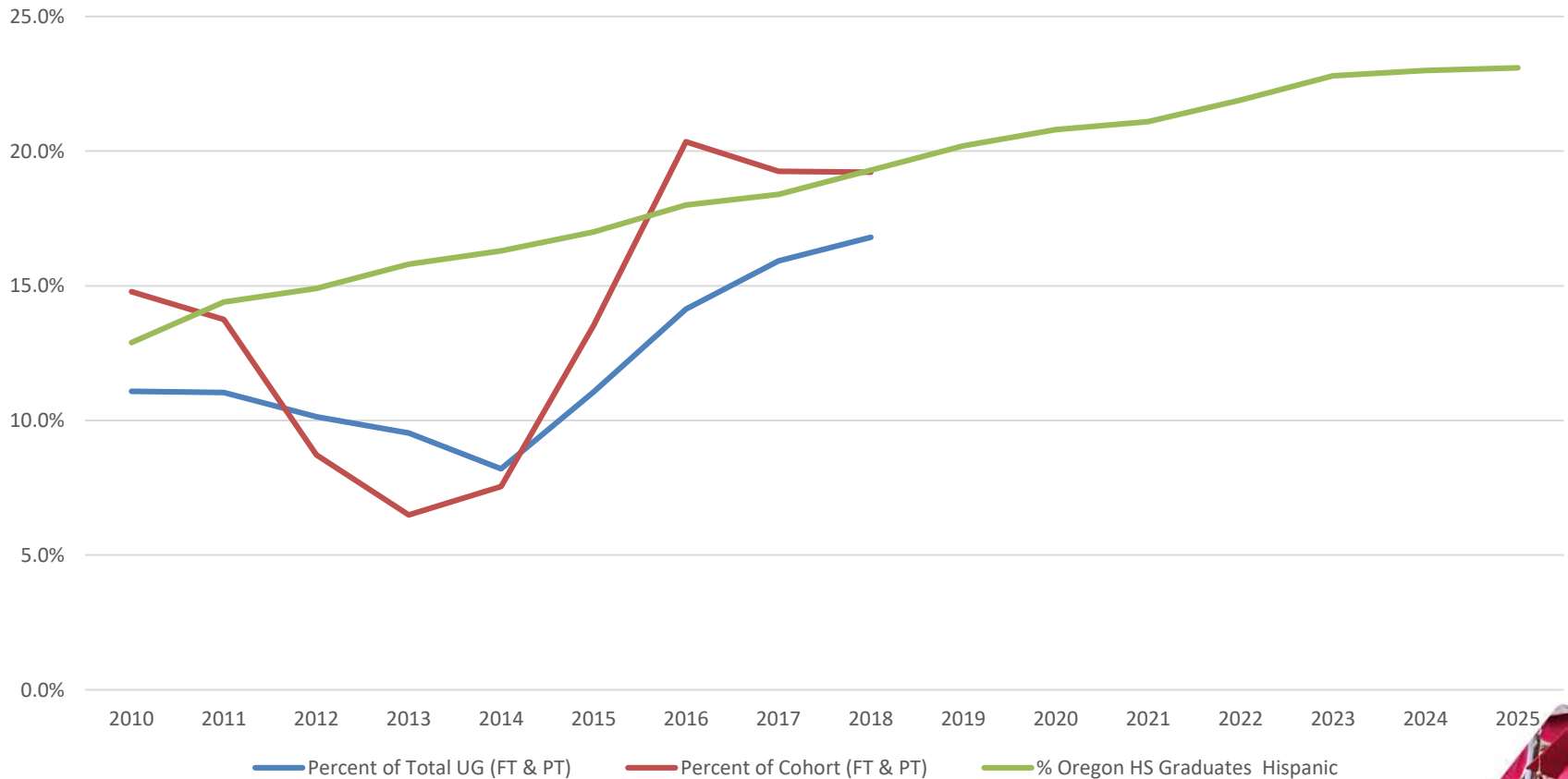
# WOU UG Enrollment

UG Ethnicity by Year



# Hispanic enrollment at WOU (%)

Hispanic Share of Total UG, First-time Cohort, and Oregon HS Grads



# Oregon K-12

- 23.4% of Oregon K-12 students are Hispanic
  - 136,186 Hispanic students
  - Up from 22.4 % in 2014-15
  - Since 2014-15 Hispanic students accounted for 76.7% of the total growth of Oregon students

School District	Number of Hispanic Students	Percent of enrollment
Woodburn	4,627	82.6%
Gervais	702	55.1%
Mt. Angel	333	45.5%
Salem Keizer	16,936	40.5%
Central	1,368	42.5%

Source: Oregon Department of Education Student Enrollment Reports Fall Membership 20182019



# Oregon Community Colleges

- 36,608 Hispanic Students Enrolled 2017-18
- 13.45% of total students (increasing proportion)
- WOU Degree Partnership Enrollments (63.3% of state total of Hispanic students)

College	Number of Hispanic Students	Percent of enrollment
Chemeketa	7,187	54.89%
Clackamas	2,546	27.78%
Linn Benton (pending)	1,583	18.41%
Mt Hood	3,755	40.03%
Portland	8,094	22.96%

Source: Oregon Higher Education Coordinating Committee 4<sup>th</sup> Week Headcount Oregon Community Colleges



# Recruiting & Retaining Latino Students

- Diversity Structures
- Diversity in Higher Ed: What works?
  - Transformative Experiences
  - Implicit Theories of Intelligence
  - Social Belonging
- Proposed Solutions



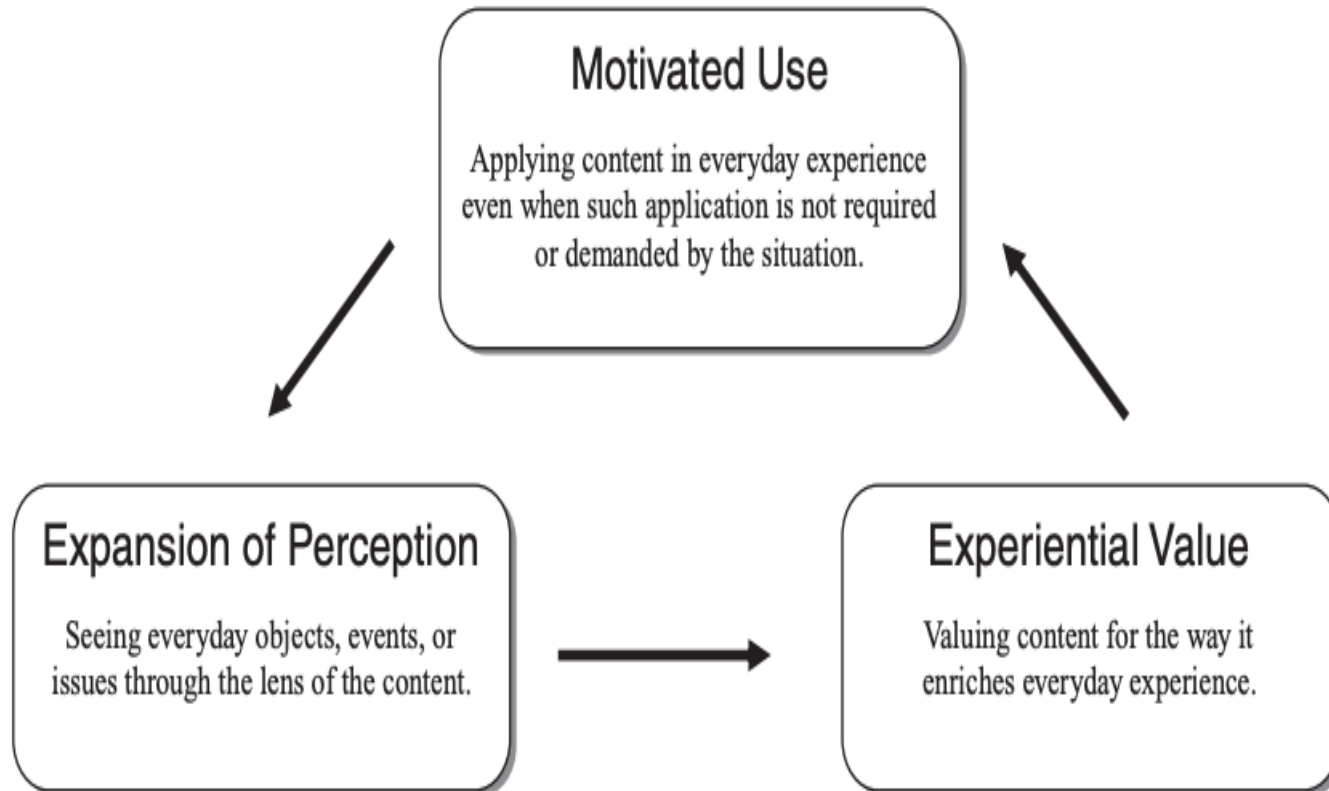


# Diversity Structures

- Many organizations promote diversity (Dobbin, 2009)
- Many diversity messages and interventions are not grounded in theory (Paluck, 2006)
- And little empirical work has been done to examine whether these efforts are successful



# Transformative Experiences



# Implicit Theories of Intelligence Among Students

## Fixed Mindset

- Goal: Performance
  - Gain positive judgments
  - Avoid negative judgments of competence
- In face of failure
  - Lower rates of persistence
  - Learned Helplessness
  - Lower GPAs

## Growth Mindset

- Goal: Learning
  - Gain competence
- In face of failure
  - Higher rates of persistence
  - Reframes challenges as opportunities for growth
  - Higher GPAs

(Dweck, 1986; Blackwell et al., 2007)



# Social Belongingness

- A need to form and maintain strong interpersonal relationships
- For Latino/a and first generation students, need to belong is complicated
- Need to maintain ties to home communities
- Need to establish bonds in college environment
- Is this inconsistent?



# Cultural Mismatch in Higher Ed

## Independent Cultural Norms

- Prevalent in middle-class contexts and U.S. institutions (like college!)
  - Person should influence context
  - Be separate from other people
  - Act freely based on personal motives, goals and preferences

## Interdependent Cultural Norms

- Common in working class contexts (and racial/ethnic minority students)
  - Adjust to conditions of the context
  - Connected to others
  - Respond to needs of others



*What are your motives  
for attending college?*



What about when we ask students?

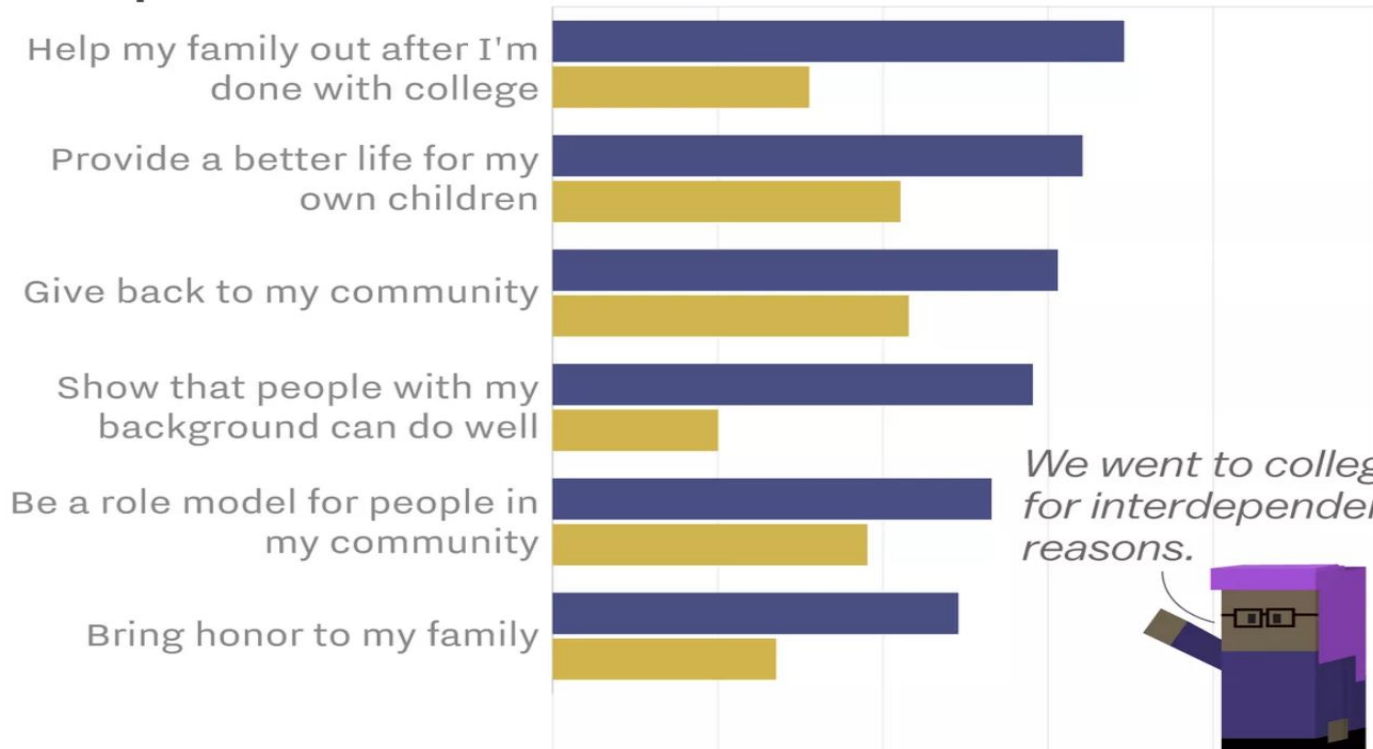
# Evelyn Guzman – Class of 2019



# Cultural Mismatch in Higher Ed



## Interdependent reasons

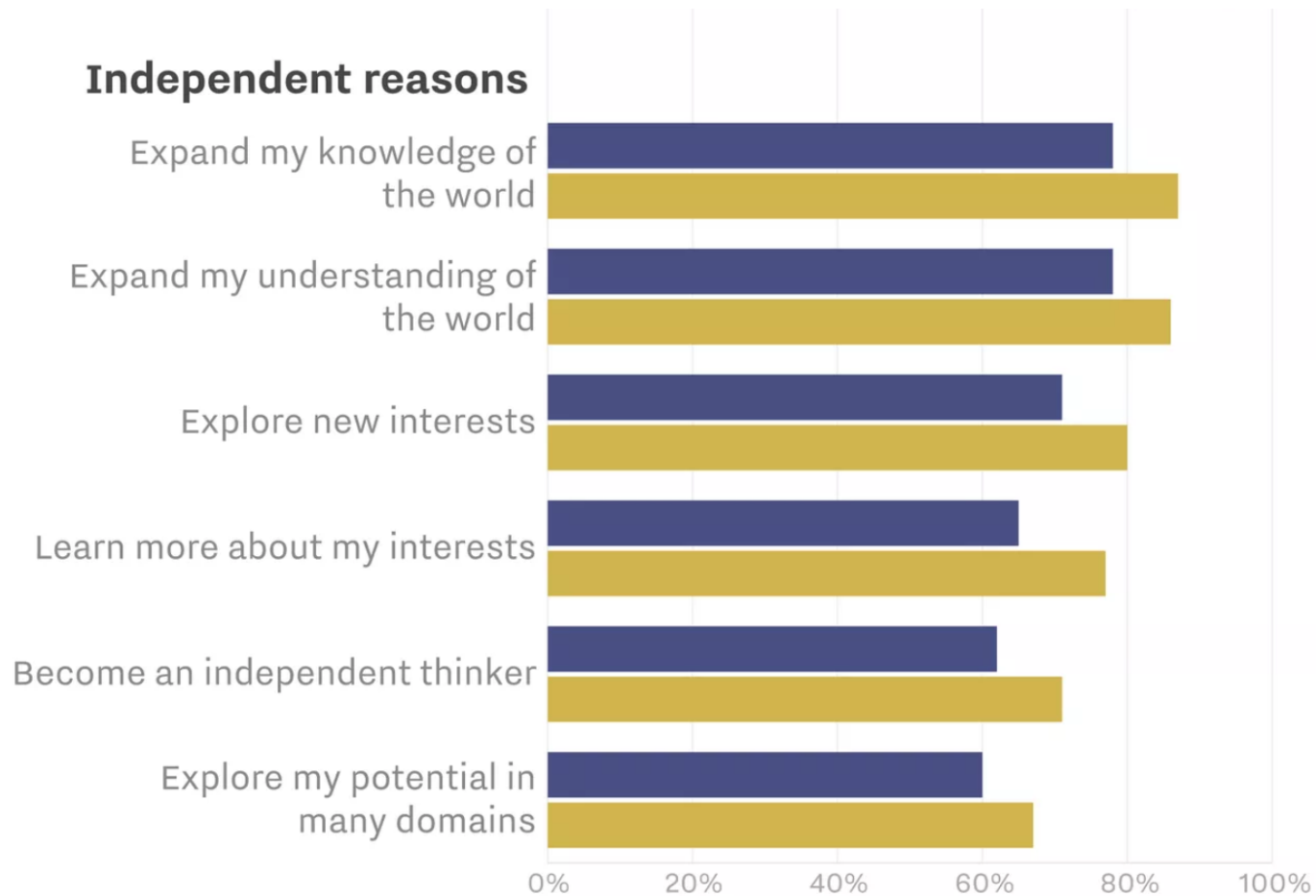


*We went to college for interdependent reasons.*





# Cultural Mismatch in Higher Ed



# DIFFERENCE EDUCATION

*I went to a small private school and it was great college prep. We got lots of one-on-one attention, but it was a big adjustment to lectures with 300 people.*

*My parents didn't go to college, so they couldn't give me the advice I needed. So it was hard to figure out which classes to take for my future.*



# Cultural Mismatch in Higher Education

- First-gen, low-income and/or racial minority students lack material and social capital to maintain success.
- One way to solve this: Extended alumni network.



# Salvador García-López – Class of 2020



# Summary

Problem: Growth v. Fixed Mindsets Among Faculty

- Assess mindsets among faculty at WOU.
- Implement mindset interventions.
- Re-assess mindset and academic outcomes.

Problem: Cultural Mismatch

- Implement difference education.
- Create alumni network.



# Suggestions and the path forward?

