



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 17 – April 2, 2020
2:30pm – 4:30pm**

Public Meeting: [WebEx](#) | **Password:** TqAjNRXe583
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AGENDA

- I. CALL-TO-MEETING AND ROLL CALL**
- II. COMMITTEE CHAIR'S WELCOME**
- III. CONSENT AGENDA**
 - 1) Approval [February 5, 2020 minutes](#)
- IV. ACTION ITEMS:**
 - 1) Proposal for new degree program:
 - a. [Bachelor of Applied Science in Early Childhood Studies](#)
 - b. [Bachelor of Science in Economics & Mathematics](#)
 - 2) Proposal for new undergraduate certificate program:
 - a. [Infant Toddler](#)
 - b. [ASL Studies: Linguistics](#)
 - c. [ASL Studies: Culture](#)
 - d. [Social Justice/Service Learning with the Latino Community-Bilingual](#)
 - e. [Achievement in Bilingual and Biliteracy Spanish](#)
 - f. [Spanish-English Interpretation and Translation](#)
 - g. [Aging and Older Adulthood](#)
 - 3) [2020 HB3375 Report](#)
- V. REPORT & DISCUSSION ITEMS:**
 - 1) [COVID-19 Update](#)
 - 2) [Bachelor of Applied Science](#)
 - 3) Student Affairs Update | [Vice President Report](#)
 - 4) Academic Affairs Update | [Vice President Report](#)
- VI. ADJOURNMENT**



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 16 – February 5, 2020
Public Site: Hamersly Library, Room 301-A
1:30pm – 3:00pm**

DRAFT MINUTES

Committee members present: Zellee Allen, Linda Herrera, Malissa Larson, Dr. Jenny Mladenovic (participated telephonically), Lane Shetterly

Other in attendance: Mike Baltzley, Chelle Batchelor, Erin Baumgardner, Gary Dukes, Mark Girod, Hilary Holman-Kidd, LouAnn Vickers, Niki Weight, Beverly West, Rob Winningham

The meeting was called to order at 1:31p.m.by Chair Lane Shetterly.

Consent Agenda

Trustee Allen moved to accept the minutes from the October 30, 2019 meeting without any changes. The motion was seconded by Trustee Larson. Vote of acceptance was unanimous.

Action Items

Provost Winningham presented the proposal for a new undergraduate minor in sustainability. Because minors are no longer a requirement, Trustee Larson wondered how a minor would be showcased. Provost clarified that minors are listed on transcripts and would show the specialized coursework had been completed for a minor.

With no other discussion, Chair Shetterly called for a motion. Trustee Larson moved to accept the proposal. The motion was seconded by Trustee Allen. Vote of acceptance was unanimous.

Chair Shetterly noted that this proposal will move forward as an item on the consent agenda for the February 19 board meeting.

Reports & Discussion Items

- 1. ASAC Charter:** Chair Shetterly called on Board Secretary and Vice President and General Counsel Ryan Hagemann to provide an overview of the ASAC charter.

Ryan noted the board's statements and committee charters were established by the board at its inception in 2015. He reflected that at the Board's September 11

retreat, when the trustees broke into committees for discussion and planning, the Executive, Governance, and Trusteeship Committee (EGTC) discussed that the board as a whole should plan to review the statements and charters since it had been a few years since they were created.

Ryan noted that the charter states it should be reviewed annually, and if the committee would like to do a deeper dive into the charter, he would be happy to meet with them to answer questions and provide guidance.

Chair Shetterly asked the committee members and the vice presidents if they felt any need to make changes or if they felt the current content of the ASAC charter created a hindrance to what might be brought before the board. There were no concerns. It was agreed that the charter would be on the agenda once a year to provide the opportunity to make changes.

Trustee Larson suggested that when they are reviewed, it might be helpful to focus on two or three documents at a time instead of trying to review them all at once. Hagemann agreed with this idea and will take it into consideration as a process is implemented.

2. University Policies related to Free Speech

Chair Shetterly asked Vice President and General Counsel Ryan Hagemann to continue by leading the discussion on the policy(ies) the university has in place regarding free speech.

VP Hagemann noted that the university's Policy Council, which was executed by President Fuller (as charged in the [Board of Trustee Statement on Delegation of Authority](#)), continues to process and adopt university policies. At this time, the University defers to the [facilities reservation policy](#) and the policy on [Time, Place, and Manner](#) with regards to free speech.

The topic of free speech is prominent and percolating on campus after a guest presenter created controversy, so this is at the top of the list for review and updating. Ryan mentioned that our state constitution is very protected on free speech. While we can set our guidelines, we still have to contend with the Oregon constitution.

Trustee Larson shared her appreciation that we are working on this to find ways to set up safe places for students to share content that might be uncomfortable. It's good to help our students learn how to deal with this.

Ryan noted that guest speakers have to sign an agreement which provides strict rules regarding use of our logs and institutional property.

Chair Shetterly asked that a draft of the free speech policy be brought back to this committee for discussion.

Ryan said that it's possible that the board of trustees might want to create a board statement on this topic, as they are doing with diversity. It would be important for the university policy to be consistent with the board statement.

3. Student Affairs Update

Vice President of Student Affairs Gary Dukes presented the most recent enrollment report, noting that the number of applications we're receiving is up from last year, but the number of admitted students is about the same. He believes this is due to the fact that students are applying to multiple universities. Housing applications are ahead about 35% which can sometimes be an indicator of who's coming which is a positive sign.

Dr. Dukes reported that Hispanic numbers are up which aligns with our journey to become a Hispanic Serving Institution (HSI). Currently, Latinex enrollment is at 81.9% and Asian at 89%. It's important to note that these populations are also our highest graduation rates.

Admissions staff is working diligently with students who have been admitted but have not applied for Financial Aid because this population is most likely to attend. Extensive outreach is being done with this group and financial aid is being awarded at the time they complete the process. Through this outreach, 39 students have successfully completed the process.

The division of Student Affairs participated in an advocate training workshop on conducting searches for vacant positions. Dr. Dukes noted that an example of what was gleaned from the training is that student affairs typically requires a masters. They were asked to consider if this critical to the position or if years of experience is more critical. They have implemented this reasoning in a current search.

Trustee Herrera asked if this training will be required of all search committees. Dr. Dukes commented that this is being implemented in his division but he isn't sure it can be required campus-wide.

The Incidental Fee Committee (IFC) has been meeting to establish the IFC fees to next year. Dr. Dukes noted that these fees are completely established by students our fees and are lower than any other university in the state of Oregon. However, if they raise them more than 5%, the president or the board can veto it. This year's committee is staying within the 5%. These fees will all go before the board in April.

4. Academic Affairs Update

Strong efforts are continuing to be made to send email nudges to students who have not registered and to remove advising holds at the end of finals week. Overall by the end of December, the percent of students not registered (excluding students graduating, attending OHSU, or placed on academic suspension) dropped from 19% to 8% resulting in an increase of 445 students registering for winter term.

WOU will host “Congress to Campus” on February 11-13th. The 3-day workshop, presented by the Department of Politics, and Administration, will provide the opportunity to facilitate civil discourse and encourage our students to become more involved in politics. Throughout the event, classes being offered and a campus forum will be held. Former U.S. House Representatives Nick Lampson (D-TX) and Rod Chandler (R-WA) will share how the U.S. Congress functions, promote bipartisanship, and discuss the value of public service.

Western is excited to host an HSI Summit on April 3. The Summit will provide an opportunity for the campus community to learn more about what it means to be a Hispanic Serving Institution. President Fuller will offer opening remarks. We will have plenary speakers, a lightning round panel and a moderated panel. Western’s Board of Trustees Linda Herrera and Jaime Arredondo will be participating. A QR code will be available to encourage input from campus community during the panel discussion.

Four Dean of Graduate Studies and Research candidates were invited to campus in January. Two director positions (Director of Graduate Studies and Director of The Research Institute) were combined to create this position. The search committee will make their recommendation soon.

Our Child Development Center (CDC) was awarded the Preschool Promise Grant which pays for a $\frac{3}{4}$ time enrollment for 16 students. Dr. Dukes noted that IFC currently provides funding for 30 students to utilize the service of the CDC.

The student complaint process has been refined. We’re trying educate people so they know what to do when these complaints come in and streamlining the process. Web information available for faculty and students. We’re responding more aggressively to complaints.

Chelle Batchelor was invited to provide an update on the restructure of Academic Innovation, a unit that reports to Dean Batchelor. This is important work as it builds our capacity to deliver, online, hybrid and technology-enhanced courses. Academic Innovation also plays a key role in creating professional development opportunities for faculty.

Two new positions (Director of Academic Innovation and Instructional Designer) were created in the Academic Innovation unit by repurposing funds from two position vacancies. An offer was extended to the candidate for the Director of Academic Innovation that was favored overall by campus. Details on the appointment are being finalized. A recruitment continues in search of the instructional designer.

One of the critical needs to expand online programming is purchasing a new learning management system (LMS). The University Technology Committee has

identified Canvas as a replacement of Moodle, our self-hosted environment. A proposal was made through the University Budget Advisory Committee process to make this purchase.

Increased efforts are being made to identify and reach out to students who were close to graduating but have not completed their degree. The Student Success and Advising office has joined efforts with the Registrar's Office and 37 students were contacted with a plan to help them graduate. Of those 37, 11 students graduated in Fall 2019, two are on track to graduate Winter 2020, three have finished their requirements and just need to update their graduation status, and two additional students have a plan for completing their requirements. That's a total of 18 students who have now graduated or are on track to do so.

5. Other Announcements

Chair Shetterly noted that SB 1521, granting WOU and the other Technical and Regional Universities the opportunity to offer professional doctorate degrees, is active in the legislatures short session and voting is anticipated soon.

The Vick building should be ready to host WOU:Salem in the fall. We're continuing to build partnerships in the Salem area and are pleased to have a full cohort in the Organizational Leadership program.

The meeting was adjourned at 2:53pm.

WOU Board of Trustees, Proposal for a new degree program: Bachelor of Applied Science in Early Childhood Studies (BAS-ECS)

The Bachelor of Applied Science in Early Childhood Studies (BAS-ECS) is a proposed new pathway within our current Early Childhood Studies (ECS) program that serves students who hold an Associate of Applied Science degree in Early Childhood or a closely related field. The Early Childhood Studies program prepares skilled and reflective early childhood practitioners who can effectively respond to the unique learning needs of diverse young children and their families. Grounded in the principles of educational equity and inclusion, social justice, reflective practice, and the development of diverse leaders in the field of early childhood, the program facilitates the learning and development of our early childhood practitioners who, in turn, will successfully affect the learning and development of diverse young children from birth to 8 years.

This pathway is designed for those students who are working in the field of early childhood and who want to advance their degree. These students are currently working in early childhood programs such as Head Start/Early Head Start, Relief Nurseries, Baby/Preschool Promise, public and private preschool, family child care, or as instructional aides in other settings. These students tend to be non-traditional, diverse, from underserved populations, and may be English Language Learners.

The proposal is brought to the Board of Trustees because the new pathway is a different degree type (BAS) from the current pathway (BS). The purpose of the proposed program is to create a pathway for students with the AAS degree in early childhood or closely related field to complete a four-year degree in a timely fashion. This Bachelor of Applied Science degree is specifically designed for students who have an Associate of Applied Science (AAS) in early childhood or a closely related field. The career/technical-related Associate's degree (AAS) has traditionally been treated as a terminal degree; the emergence of applied baccalaureates (i.e., the Bachelor of Applied Science) has created a path for AAS degrees to feed seamlessly into 4-year degrees at WOU. This pathway is NOT for students who have completed an Associates of Arts Transfer (AAOT) degree or who are a traditional student moving through a university program.

The BAS-ECS pathway addresses the growing needs of creating portable and stackable early childhood educational pathways for a non-traditional and diverse student body. Miriam Calderon, Executive Director of the Oregon Early Learning Division (ELD) at the Oregon Department of Education shared an *Early Childhood Professional Learning Plan* as part of the Student Success Act in a Legislative Report dated January 15, 2020. In that report, Calderon shared that the ELD must support the workforce, which includes, "ensuring staff are knowledgeable and skilled to create environments children need through degrees, credentials, and ongoing professional learning" (p. 4). She goes on to report that only 36% of the workforce in child care centers and preschool programs have a

bachelor's degree. Finally, this report shares a framework for Oregon's Professional Learning Investment that includes, "accessible, culturally and linguistically-responsive credential and degree programs to prepare educators to work with young children" (p. 10). The BAS-ECS program proposal is a direct response to these needs identified by the state of Oregon.

The proposed BAS in Early Childhood Studies received Faculty Senate Approval on February 25, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of the proposed BAS in Early Childhood Studies as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: Education & Leadership

Degree and Program Title: Bachelor of Applied Science (BAS) in Early Childhood Studies (non-licensure)

1. Program Description

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

CIP Code 13.1210

Title: Early Childhood Education and Teaching

A program that prepares individuals to teach students ranging in age from infancy through eight years (grade three), depending on the school system or state regulations. Includes preparation to teach all relevant subject matter.

- 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 Bachelor of Applied Science in Early Childhood Studies (BAS-ECS) is a proposed new pathway within our current Early Childhood Studies (ECS) program that complements our existing Early Childhood Studies B.S. pathway.

The Early Childhood Studies program prepares skilled and reflective early childhood practitioners who can effectively respond to the unique learning needs of diverse young children and their families. The Early Childhood Studies program is grounded in the principles of educational equity and inclusion, social justice, reflective practice, and the development of diverse leaders in the field of early childhood. We are committed to facilitating the learning and development of our early childhood practitioners who, in turn, will successfully affect the learning and development of diverse young children from birth to 8 years.

The BAS-ECS pathway is specifically designed for students who have an Associates of Applied Science (AAS) in early childhood or a closely related field. In addition, this pathway is designed for those students who are working in the field of early childhood and who want to advance their degree. These students are currently working in early childhood programs such as Head Start/Early Head Start, Relief Nurseries, Baby/Preschool Promise, public and

private preschool, family child care, or as instructional aides in other settings. These students tend to be non-traditional, diverse, from underserved populations, and may be English Language Learners.

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

This is a 90-credit degree completion program.

Core Courses

- ED 220 Introduction to Early Childhood Education **Credits: 3**
- ED 231 Typical & Atypical Development **Credits: 3**
- ED 232 Health & Safety Practices for the Early Childhood Environment (birth-4th grade) **Credits: 3**
- ED 235 Literature for the Young Child **Credits: 3**
- ED 250 Inclusive Practices in Early Childhood Settings (birth-4th grade) **Credits: 3**
- ED 283 Introduction to Observation and Assessment in Early Childhood **Credits: 3**
- ED 322 Early Childhood Motor Development and Movement Education **Credits: 3**
- ED 324 Creative Arts in Early Childhood Settings (birth-4th grade) **Credits: 3**
- ED 343 Purposes of Play in Learning **Credits: 3**
- ED 345 Designing Early Childhood Environments (birth-4th grade) **Credits: 3**
- ED 348 Developmentally Appropriate Practices: EC Play, Development and Literature **Credits: 3**
- ED 350 Emergent Literacy **Credits: 3**
- ED 354 ECE Numeracy & Mathematics **Credits: 3**
- ED 368 Science & Social Studies in Early Childhood Settings (birth-4th grade) **Credits: 3**
- ED 380 Infant and Toddler Development **Credits: 3**
- ED 383 Introduction and Overview to Infant Mental Health **Credits: 3**
- ED 385 Infant Toddler Observation and Assessment **Credits: 3**
- ED 419 Poverty, Young Children and their Families **Credits: 3**
- ED 450 Methods for Classroom Management **Credits: 3**
- ED 466 Technology in Inclusive Early Childhood Environments **Credits: 3**
- ED 472 Trauma Informed Practices in Early Childhood Education **Credits: 3**
- ED 409 Early Childhood Practicum **Credits: 6**
- ED 427 Professional Development: Early Childhood Studies Capstone **Credits: 3**

Elective Credits: 18

Working closely with their advisor, students will choose electives that support their career path and count towards their major. This may include courses that complete the B.A.S. General Education core.

Total Credits: 90

- 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).

The program will be delivered so as to maximize accessibility for the target students: Online and hybrid courses, evening and weekend delivery, with the intention to deliver at the Salem location when enrollments allow.

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

The Division of Education and Leadership's Early Childhood Studies program faculty (five full-time) will take on the primary role of delivering the Infant Toddler Certificate. These courses are already included in our degree program, and our faculty are already teaching many of them. All three of our Early Childhood tenure-line faculty have experience with teaching infant/toddler coursework, and two, Drs Emerson and Ryan, have expertise in this particular area.

Dr. Ya-Fang Cheng, Assistant Professor of Early Childhood/Elementary

Dr. Ya-Fang Cheng is an Assistant Professor of Early Childhood/Elementary and received her doctoral degree in Curriculum Instruction with a focus on early childhood education and early literacy. Her dissertation focused on *Early Childhood Educators' Beliefs and Classroom Implementation of Literacy Learning Standards*. Dr. is a new faculty member at WOU, and has taken on roles that include teaching coursework, supervising students in their clinical placements, and working with our international cohort of students.

Dr. Andrea Emerson, Assistant Professor of Early Childhood

Dr. Andrea Emerson is an Assistant Professor of Early Childhood. Dr. Emerson received her Ph.D. in Curriculum and Instruction with a focus on Early Childhood education from Clemson University. She has taught a number of different courses, her specialty areas focus on play, infant/toddlers, and working with families. Dr. Emerson has supervised students in their clinical placement, currently serves as cohort leader, and has served on a number of university committees.

Dr. Cindy Ryan, Associate Professor and Early Childhood Studies Program Coordinator

Dr. Cindy Ryan received her doctoral degree in Teaching and Learning with a focus on Early Childhood from the University of Minnesota. She also received a Master's of Science in Special Education from the University of Minnesota-Duluth. Dr. Ryan taught in early childhood, early intervention (birth-3yrs)/early childhood special education (3-7years), and kindergarten programs, as well as served as district level early childhood and special education program coordinators prior to her doctoral work. She has served as Early Childhood Program Coordinator at WOU since 2014, where she has also served on a number of university and community committees. Dr. Ryan has served as co-principal investigator for Project PIECE (Promoting Inclusion in Early Childhood Educators), a \$1,000,000 federal OSEP grant whose goal was to recruit, retain, and graduate underserved

early childhood teachers who will teach in inclusive settings. Her specific area of focus includes inclusion, infant/toddler and home visiting, working with families, and working with non-traditional students.

These faculty bring a plethora of knowledge and experience to the Bachelor of Applied Science in Early Childhood program. All faculty members have experienced teaching in the current Early Childhood Studies, the Early Childhood/Elementary pathway, and the international student cohort. In addition, they have experience and understand the unique needs and expectations of diverse and non-traditional students.

- 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.

Western Oregon University's history as a normal school and its continued excellence in educator preparation affords this new program opportunities and resources of a well-established educator preparation program. We currently have productive ongoing working relationships with the following cross-campus groups. These relationships actively support DEL programs and will also serve as support to the Infant Toddler Certificate:

- Academic Advising and Learning Center
- Financial Aid Office
- Hamersly Library and library faculty, in particular Robert Monge, Educational Librarian
- Multicultural Student Services
- Office of Disability Support
- University Business Office
- University Computing Services
- Western Oregon University Child Development Center
- Writing Center

- i. Anticipated start date.

September 2020.

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.

Signature areas: The BAS in Early Childhood Studies leverages the strengths of WOU's educational licensure programs to serve those who work with children in educational settings but do not seek or need licensure at this time. The program is an outgrowth of our existing BS in Early Childhood Studies that serves students who proceed on the traditional path through a four-year degree (e.g., complete all four years at WOU, complete and AAOT and then transfer to WOU to complete the degree).

Institution's mission: The proposed program is designed as a transformative educational experience for teachers already working with students; the professional development and growth of these teachers translates into transformation of the educational experiences of the students they serve.

Strategic priorities: This program supports several of WOU's strategic priorities.

- 1.1.3 -- Strengthen programs that support graduates' career, professional, and graduate school preparedness.
 - 1.2.2 -- Provide intentional and effective transfer paths to graduation.
 - 1.2.3 Improve access to coursework for degrees, programs and certificates.
 - 4.3 Promote high-quality, diverse and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement.
 - 2.4 Create and enhance educational partnerships with local communities, particularly for underrepresented student groups.
 - 3.2.6 Strengthen partnerships with community organizations and businesses and local, regional and state government agencies.
- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

The BAS-ECS pathway addresses the growing needs of creating portable and stackable early childhood educational pathways for a non-traditional and diverse student body. Miriam Calderon, Executive Director of the Oregon Early Learning Division (ELD) at the Oregon Department of Education shared an Early Childhood Professional Learning Plan as part of the Student Success Act in a Legislative Report dated January 15, 2020. In that report, Calderon shared that the ELD must support the workforce, which includes, "ensuring staff are knowledgeable and skilled to create environments children need through degrees, credentials, and ongoing professional learning" (p. 4). She goes on to report that only 36% of the workforce in child care centers and preschool programs have a bachelor's degree. Finally, this report shares a framework for Oregon's Professional Learning Investment that includes, "accessible, culturally and linguistically-responsive credential and degree programs to prepare educators to work with young children" (p. 10). The BAS-ECS program proposal is a direct response to these needs identified by the state of Oregon.

- 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.

This degree opens a streamlined degree-completion pathway for students with the AAS degree in early childhood or closely related field. This Bachelor of Applied

Science degree is specifically designed for students who have an Associate of Applied Science (AAS) in early childhood or a closely related field. The career/technical-related Associate's degree (AAS) has traditionally been treated as a terminal degree; the emergence of applied baccalaureates (i.e., the Bachelor of Applied Science) has created a path for AAS degrees to feed seamlessly into 4-year degrees at WOU. This pathway is NOT for students who have completed an Associates of Arts Transfer (AAOT) degree or who are a traditional student moving through a university program.

3. Accreditation (NOT APPLICABLE)

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.
- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.
- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.
- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

4. Need

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

Cohort starting	Progression of students through program				
	2020-21	2021-22	2022-23	2023-24	2024-25
2020-21	10	10	5	0	0
2021-22		15	15	7	0
2022-23			20	20	10
2023-24				25	25
2024-25					25
Total enrolled	10	25	40	52	60

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

Cohort starting	Progression of students through program				
	2020-21	2021-22	2022-23	2023-24	2024-25
2020-21	0	5	5	0	0
2021-22	0	0	8	7	0
2022-23	0	0	0	10	10

2023-24	0	0	0	0	12
2024-25	0	0	0	0	0
Total BAS graduates	0	5	13	17	22

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

This pathway is designed for those students who are working in the field of early childhood and who want to advance their degree. These students are currently working in early childhood programs such as Head Start/Early Head Start, Relief Nurseries, Baby/Preschool Promise, public and private preschool, family child care, or as instructional aides in other settings. These students tend to be non-traditional, diverse, from underserved populations, and may be English Language Learners.

- d. Evidence of market demand.

WOU has been directly approached by Head Start programs in our region with the request to design degree completion programs that serve those who presently work in the State's Head Start programs. There is particular interest in Teacher's Assistants (who have Associate's degrees) completing appropriate 4-year degrees so that they can transition into Lead Teacher roles. In addition, the federal grants that support Head Start provide tuition support for employees to complete 4-year degrees in relevant areas such as this Early Childhood Studies BAS 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).

Not applicable.

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

This program positions graduates to advance in teaching careers in early childhood settings, as described elsewhere in this proposal (4d).

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Upon completion of the program, graduates will be able to:

- Practice as reflective early childhood professionals who are advocates for young children and their families.
- Create an inclusive climate where diversity is valued.
- Demonstrate evidence of appropriate knowledge, skills and dispositions needed to provide quality care of early education for all young children (birth-8yrs.) and their families.

- Work effectively in inclusive early childhood settings (including Head Start, child care, preschool and K-4 elementary schools).
- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Assessment of this program aligns with assessment of the existing Early Childhood Studies program. The program will assess student learning annually by examining authentic student work and performance against standards and expectations that derive from the program's learning outcomes. Assessment results will be reported to the university, and used for continual improvement of the program.

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

Cindy?

6. Program Integration and Collaboration

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

We expect to welcome students from community college Early Childhood Education programs, including Chemeketa's program.

- 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 proposed program is aligned with the existing BS in Early Childhood Studies (non-licensure) at Western Oregon University. It simply opens that program up to a wider population of students through the program's design and its intended delivery.

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

NA

- d. Potential impacts on other programs.

This program may cause some BS in Early Childhood Studies students to shift to the BAS track. Should that happen, it would reflect the better fit of the BAS program for the specific educational background of the students who change programs.

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. Not applicable.

Budget Outline Form: Year 1 Academic Year: 2020-2021

Estimated Costs and Sources of Funds for Proposed Program: Bachelor of Applied Science in Early Childhood Studies (BAS-ECS)

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE) (1.6 FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 2 Academic Year 2021-2022

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 3 Academic Year 2022-2023
Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 4 Academic Year: 2023-2024

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE) (1.6 FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

WOU Board of Trustees, Proposal for a new degree program: Bachelor of Science (B.S.) in Economics & Mathematics

The proposed undergraduate degree in Economics & Mathematics provides students with an opportunity to acquire a solid foundation in these synergistic fields during their undergraduate studies. The proposed program provides a clear curricular pathway that combines quantitative methods of mathematics with the economic discipline in order to solve real world problems. Upon completion of this proposed undergraduate degree program, graduates will be able to effectively use mathematical skills to solve quantitative problems from a wide array of authentic contexts, apply relevant theoretical models to explore microeconomic and macroeconomic issues, and effectively communicate both economic and mathematical concepts. The skills and knowledge acquired by students in this program are increasingly vital in our current economy, including in the financial services sector. By studying both Economics and Mathematics, and engaging both theory and application, graduates will develop valuable and marketable skills through the study of a fascinating and current set of ideas.

The proposed major received Faculty Senate Approval on February 11, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of the proposed Bachelor of Science (B.S.) in Economics & Mathematics as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University
College/School: College of Liberal Arts and Sciences
Department/Program Name: Economics and Mathematics
Degree and Program Title: Economics and Mathematics Major

1. Program Description

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

30.4901: Application of mathematical methods to the development of economic theory, models, and quantitative analysis

Definition: A program that is a structured combination of economics and mathematics courses. Includes instruction in independently designed, individualized, or regular programs.

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

The Economics & Mathematics program provides students with an opportunity to acquire a solid foundation in both fields during their undergraduate studies. This program combines the quantitative methods of mathematics with an applied science in order to solve real world problems. The skills and knowledge acquired by students in this program are increasingly vital in the ever increasing importance of the service sector in the current economy. Students in this major not only gain valuable skills but also study a fascinating set of ideas that will help them with a career in the changing job market.

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

The Economics & Mathematics program is a self-contained 90-credit degree completion program. To reach a total of 90 credits, students will be advised on choosing an additional 18 credits. Students placing into MTH 111 will take MTH 111 & MTH 112 as prerequisites for the major, accounting for 8 of these 18 credits. The remaining credits should be upper division and can be from an optional minor and/or courses in EC, MTH, CS, IS, GIS (ES 341, 342, or GEOG 341), COM, WR or other disciplines suggested by an advisor.

Curriculum

The curriculum is comprised of three elements: Economic courses, Mathematics courses, and Electives.

Economics (24 cr)

- EC 201 Introduction to Microeconomics Credits: 4
- EC 202 Introduction to Macroeconomics Credits: 4
- EC 311 Intermediate Microeconomics I Credits: 4
- EC 312 Intermediate Microeconomics II Credits: 4
- EC 313 Intermediate Macroeconomics Credits: 4
- EC 315 Econometric Analysis and Report Writing Credits: 4

Economics Electives (8 cr)

Approved upper division economics electives Credits: 8

Mathematics (28 cr)

- MTH 251 Calculus I Credits: 4
- MTH 252 Calculus II Credits: 4
- MTH 254 Multivariate Calculus Credits: 4
- MTH 280 Introduction to Proof Credits: 4
- MTH 341 Linear Algebra I Credits: 4
- MTH 365 Mathematical Probability Credits: 4
- MTH 366 Mathematical Statistics Credits: 4

Mathematics Electives (8 cr)

- MTH 314 Differential Equations Credits: 4
- MTH 351 Introduction to Numerical Analysis Credits: 4
- MTH 354 Applied Discrete Mathematics Credits: 4
- MTH 358 Mathematical Modeling Credits: 4
- MTH 363 Operations Research Credits: 4

Economics / Mathematics Capstone Project (4 cr)

- EC 413/MTH 413 Economics and Mathematics Capstone I Credits: 2
- EC 414/MTH 414 Economics and Mathematics Capstone II Credits: 2

Total Credits: 72

Economics - Mathematics credit breakdown

		Credits		Credits		Credits	TOTAL
Lower division	EC	8	MTH	16	EC/MTH	0	24

Upper division	EC	24	MTH	20	EC/MTH	4	48
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Economics - Mathematics 90-credit program pathway

- Placing in MTH 111: MTH 111 (4) + MTH 112 (4) + free electives (10) + major core (72) = 90
- Placing in MTH 112: MTH 112 (4) + free electives (14) + major core (72) = 90
- Placing in MTH 251: Free electives (18) + major core (72) = 90

Students will work closely with advisors to plan an academic program that includes sufficient upper division coursework to enable them to complete 60 upper division credits within the 90-credit program. The university has inventoried upper division course work at WOU, and identified over 300 courses that are taught at the upper division and have one or no course prerequisites. In general these courses are more specialized in focus than lower division courses but are accessible to students with disciplinary tools developed in the course. To satisfy the 60 upper division credits graduation requirements, students placing into MTH 111 will need to include four upper division credits from their 30 free elective credits. Those placing into MTH 112 or higher will complete the 60 upper division credits within the program.

Faculty will propose specific course offerings so that students in the Economic & Mathematics program are equipped with supplementary courses such as computer science and information systems. These supplementary courses will provide additional skills for students in that program to be successful in multifaceted job requirements.

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).

Students will be able to enroll in any WOU courses for which they have the prerequisites, and so may take courses on WOU's main campus in Monmouth or at the campus in Salem. Whenever possible, we will offer courses in flexible formats. The program will draw on WOU's learning management system (Moodle) for all flexible format course delivery (including face-to-face), including instructional and curriculum design support from WOU's Center for Academic Innovation. Access to specialized software, such as SPSS, Matlab and R/RStudio, is managed by University Computing Solutions.

e. Adequacy and quality of faculty delivering the program.

This program takes advantage of established programs at WOU. The Economics and Mathematics courses in the Economics and Mathematics BS degree are existing courses that are taught as part of the General Education program, the Economics and Mathematics curriculum at WOU. WOU also has highly qualified faculty teaching in a range of disciplines that will contribute to this program.

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

This program will require the development of two new courses: EC/MTH 413 and EC/MTH 414. These cross-listed capstone courses will be supervised by the Mathematics and/or Economics Departments faculty. They will be taken by the seniors in the program over two-terms. WOU's faculty have sufficient capacity and expertise to deliver these courses as needed. All of the other courses in the dual program are offered regularly by the Economics Department and the Mathematics Department.

g. Other staff.

No new staff is needed, the Business Division and Mathematics Department office staff will both work with the new program.

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

WOU already has the facilities, library, and other resources in place to support the courses offered by WOU.

i. Anticipated start date.

Pending approval by HECC and NWCCU, we anticipate beginning this program in Fall 2021.

2. Relationship to Mission and Goals

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

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

- Strengthen programs that support graduates' career, professional, and graduate school preparedness (1.1.3)
- Provide intentional and effective paths to graduation within 180 credits (I.2.1)
- Promote academic array that provides distinctive, high-quality programs (II.4.1)
- Improve access to coursework for degrees, programs and certificates (I.2.3)
- Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways (II.1.4)

The proposed BS degree in Economics and Mathematics embodies WOU's mission, values, and strategic plan in that it creates a clear educational pathway that combines quantitative methods of mathematics with the economic discipline in order to solve real world problems. Coupled with the fundamental skills of a liberal arts degree, such as communication, quantitative literacy skills, and critical thinking, this will prepare students to immediately enter into a range of careers upon graduation.

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.

One of the state's goals is to increase the number of students earning 4-year degrees. Creating a clear pathway to a career-focused baccalaureate degree will help achieve that goal. Likewise, one of the stated educational goals for the Oregon STEM Investment Council, established in 2013 by HB 2636, is to double the number of students who earn a postsecondary degree requiring proficiency in science, technology, engineering, or mathematics. Students interested in economics will have the option to develop these skills as part of the combined major.

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;

One of the state's goals is to increase the number of students earning 4-year degrees. Creating a clear pathway to a career-focused baccalaureate degree will help achieve that goal. Additionally, according to the U. S. Bureau of Labor Statistics, there are twenty occupations that require a bachelor's degree for entry-level positions and have faster than average projected job growth. Six of these are relevant to graduates of our program.

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

Document (5) ranks the top high-wage, high-demand occupations that are considered to be priorities in terms of job training by the Oregon Employment Department. Excluding health care, occupational classifications that might be destinations for our undergraduates include: financial managers, accountants and auditors, marketing and sales managers, cost estimators, and operations researchers.

iii. address civic and cultural demands of citizenship.

This degree provides students the opportunity to earn a degree that includes a broad-based liberal education, which will give them skills such as problem solving skills, critical thinking skills, quantitative literacy skills, and communication skills which are essential in order for citizens to contribute constructively to society. Additionally, understanding the underlying financial and economic challenges requires learning about socio-economic disparities, roots of poverty and related concerns. A healthy and responsible global society needs citizens who are well-versed in these valuable concepts.

3. Accreditation

Economics and Mathematics Program is not a field in which accreditation is available.

- a. *Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.*
- b. *Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.*
- c. *If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.*
- d. *If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.*

4. Need

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

	Headcount projections, first 5 years of program					
	2021-22	2022-23	2023-24	2024-25	2025-26	
Cohort 1 (21-22)	4.00	4.00	3.00	2.00	0.00	
Cohort 2 (22-23)	0.00	4.00	4.00	3.00	2.00	
Cohort 3 (23-24)	0.00	0.00	4.00	4.00	3.00	
Cohort 4 (24-25)	0.00	0.00	0.00	4.00	4.00	
Cohort 5 (25-26)	0.00	0.00	0.00	0.00	4.00	
Total	4.00	8.00	11.00	13.00	13.00	

Projections are based on current enrollments in the Economics and Mathematics Departments and projected job growth in related career paths.

	FTE projections (Average of 12 credits per term), first five years of the program					
	2021-22	2022-23	2023-24	2024-25	2025-26	
Cohort 1 (21-22)	6.07	6.07	4.67	3.27	1.40	
Cohort 2 (22-23)	0.00	9.33	9.33	7.00	4.67	
Cohort 3 (23-24)	0.00	0.00	14.00	14.00	10.27	
Cohort 4 (24-25)	0.00	0.00	0.00	14.00	14.00	

Cohort 5 (25-26)	0.00	0.00	0.00	0.00	14.00	
Total	6.07	15.40	28.00	38.26	44.33	

We assume that students will attend full-time.

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

	Graduate projections, first 5 years of the program					
	2021-22	2022-23	2023-24	2024-25	2025-26	
Cohort 1 (21-22)	0.00	1.00	1.00	2.00	0.00	
Cohort 2 (22-23)	0.00	0.00	1.00	1.00	2.00	
Cohort 3 (23-24)	0.00	0.00	0.00	1.00	1.00	
Cohort 4 (24-25)	0.00	0.00	0.00	0.00	1.00	
Cohort 5 (25-26)	0.00	0.00	0.00	0.00	0.00	
Total	0.00	1.00	2.00	4.00	4.00	

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

We expect the characteristics of students in this major to reflect the overall population of WOU students pursuing a bachelor’s degree. The STEM designation may increase the number of international students.

d. Evidence of market demand.

The Brookings Institution’s Hamilton Project (1) notes “[m]ajors that emphasize quantitative skills tend to have graduates with the highest lifetime earnings. The highest-earning majors nationally are those in engineering fields, computer science, operations and logistics, physics, economics, and finance.” A useful interactive chart (2) allows comparisons to be made for the lifetime earnings path between majors based on level of degree (or no degree/high school diploma). If we compare a bachelor’s degree in economics to a bachelor’s degree for all other majors, and a bachelor’s degree in economics to a high school degree (or GED), we generate the following table:

Median Annual Earning Over Career (in 2014 dollars)

Years Since Start of Career	Bachelor's: Economics	Bachelor's: Other	High School or GED
1	\$43,000	\$35,000	\$17,000
10	\$74,000	\$57,000	\$30,000
20	\$94,000	\$71,000	\$37,000
30	\$89,000	\$72,000	\$39,000

Given the evidence from The Hamilton Project and other aforementioned sources, the potential earnings for WOU graduates in Economics and Mathematics is well above the annual earnings numbers included in HECC's WOU snapshot (3).

The State of Oregon Employment Department data on state/regional employment trends are accessible at (4). That website includes Oregon Occupational Employment Projections from 2017-2027 for over 800 occupations. WOU program graduates would be most likely to pursue careers under the job classification titles "Management, Business and Finance" or "Professional and Related" (to Management, Business and Finance). Management, Business and Finance includes occupations such as financial managers, purchasing managers, cost estimators, logisticians, market analysts, and insurance underwriters. The Professional and Related category includes, *inter alia*, database administrators, actuaries, statisticians, and economists. These positions all require a bachelor's degree to enter the occupation. In general, these occupations are projected to have higher than average growth in Oregon.

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).

WOU is located near Salem in the mid-Willamette Valley. The only other public university in this region is Oregon State University, and their mathematical economics option is designed for students intending to do graduate work in economics and finance. For example, it requires students to take the advanced microeconomic and macroeconomic theory courses rather than the intermediate level courses taken by most economics majors. The proposed program at WOU is designed to give graduates with a bachelor's degree the skills required for entry-level positions in a wide range of occupations. Those interested in graduate studies will take courses most appropriate for their intended graduate discipline.

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?

Some of the expected occupations for graduates of this program are actuary, budget analyst, business consultant, data analyst, financial analyst, geographic information analyst, government policy analyst, health informatics analyst, investment manager, marketing manager, operations manager, professor, risk manager. Employers include banks, consulting firms, finance companies, government agencies, insurance companies, and colleges and universities.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

Students majoring in the new Economics and Mathematics major will achieve WOU's Undergraduate Learning Outcomes: Quantitative Literacy, Written Communication, Inquiry & Analysis, Integrative Learning, and Diversity. The curriculum will also help students meet WOU's General Education Learning Outcomes (GELOs) which are as follows:

- **WOU GELO #1: Intellectual Foundations and Breadth of Exposure**

Practice different and varied forms of knowledge, inquiry, and expression that frame academic and applied learning

- **WOU GELO #2: Critical thinking**

Demonstrate the ability to evaluate information and develop well-reasoned and evidence-based conclusions.

- **WOU GELO #3: Citizenship**

Articulate the challenges, responsibilities, and privileges of belonging in a complex, diverse, interconnected world.

- **WOU GELO #4: Multidisciplinary learning**

Integrate knowledge, perspectives, and strategies across disciplines to answer questions and solve problems.

In addition, the BS in Economics and Mathematics major will have the following program-specific learning outcomes. These outcomes are related to the Economics and Mathematics Programs at WOU.

1. Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. (Q)
2. Apply relevant theoretical models to explore microeconomic and macroeconomic issues (IA).
3. Demonstrate effective communications of economic and mathematical concepts. (W)

Students will achieve these outcomes through a curricular structure that ensures a balance between breadth and depth of exposure. Breadth is ensured through the general education courses students will take at WOU, as well as the required lower division Economics and Mathematics courses. The depth of exposure will occur through the upper division coursework in Economics and Mathematics students will take at WOU, as well as the two capstone courses that are required for the major.

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

Since the WOU University Learning Outcomes and General Education Learning Outcomes apply to all students who are enrolled at WOU, they are assessed by university faculty committees.

Listed above are three degree-specific learning outcomes. Learning outcome #1 is aligned with the WOU Mathematics major learning outcomes, and is assessed every three to five years by the Mathematics Department. Currently, the learning outcome is assessed using the LEAP VALUE rubric for Quantitative Literacy. Learning outcome #2 is aligned with the WOU Economics major learning outcomes, and is assessed every three to five years by the Economics Department. Currently, the learning outcome is assessed using the LEAP VALUE rubric for Inquiry and Analysis.

Learning outcome #3 is aligned with the WOU Mathematics and Economics majors learning outcomes, and is assessed every three to five years by both departments. Currently, the learning outcome is assessed using the LEAP VALUE rubric for Written Communication.

Faculty of the WOU Economics and Mathematics Departments will meet annually to review assessment findings from the previous year. Curricular adjustments, such as required courses, course-specific learning outcomes, concept delivery strategy, etc., will be discussed and considered for implementation.

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

Faculty in the Economics and Mathematics Departments at WOU are expected to meet the scholarly standards of their respective divisions. Faculty may demonstrate their scholarly achievement in the scholarship of discovery, application, integration and teaching & learning. All tenure-track WOU faculty are expected to maintain engagement in at least one of these modes of scholarship.

6. Program Integration and Collaboration

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

Reed College and Portland State University are the only institutions in Oregon to have a major combining significant elements of both economics and mathematics. The mathematics-economics major at Reed College is similar in its weighting of the two disciplines to the proposed major at WOU. The quantitative economics major at Portland State University emphasizes economics (56 credit hours in economics and 23 credit hours in math/statistics). Both Oregon State University and the University of Oregon have options within the economics major for additional coursework in mathematics.

These programs are designed for students who plan to pursue a graduate degree in economics. The proposed major at WOU is intended to serve a broader audience and gives students the flexibility to take electives in related disciplines based on their individual career plans.

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 proposed program is a collaboration of the Departments of Mathematics (within the Division of Mathematics and Natural Science) and Economics (Division of Business & Economics), including instruction, advising and the capstone project. Courses required for the proposed major, with the exception of the capstone, are currently offered for the existing major and minor in the two departments.

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

The individual courses in the proposed major are replicated at other Oregon institutions in their existing economics and mathematics programs.

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

References:

(1) Hershbein B. and M. Kearney. Major Decisions: What Graduates Earn Over Their Lifetimes. The Hamilton Project (Brookings Institution). Retrieved 7/1/19 from http://www.hamiltonproject.org/papers/major_decisions_what_graduates_earn_over_their_lifetimes

(2) The Hamilton Project (Brookings Institution). Career Earnings by College Major. Retrieved 7/2/19 from http://www.hamiltonproject.org/charts/career_earnings_by_college_major/

(3) Oregon Higher Education University Snapshot. 2017-2018 Academic Year Western Oregon University. Retrieved 7/9/19 from <https://www.oregon.gov/highered/research/Documents/Snapshots/WOU-Snapshot.pdf>

(4) State of Oregon Employment Department. Retrieved 7/10/19 from <https://www.qualityinfo.org/pubs>

(5) State of Oregon Employment Department. Oregon Careers 2019. Retrieved 7/10/19 from <https://www.qualityinfo.org/documents/10182/33976/Oregon+Careers+2019?version=1.12>

Budget Outline Form: Year 1 Academic Year: 2020-2021

Estimated Costs and Sources of Funds for Proposed Program: Bachelor of Science (B.S.) in Economics & Mathematics

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
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Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 2 Academic Year 2021-2022

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
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Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 3 Academic Year 2022-2023
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
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Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 4 Academic Year: 2023-2024

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

WOU Board of Trustees, Proposal for a new certificate program: Undergraduate Certificate in Infant Toddler

The Early Childhood Studies program prepares skilled and reflective early childhood practitioners who can effectively respond to the unique learning needs of diverse infants and toddlers and their families. Grounded in the principles of educational equity, cultural sensitivity, professionalism, and an intellectually vital learning community, we are committed to facilitating the learning and development of our early childhood practitioners who, in turn, can successfully affect the learning and development of our youngest children (prenatal-3years) and their families.

The proposed Infant Toddler Certificate is an intensive series of early childhood courses (21 credits), which allow a student to focus deeply on content related to teaching and working with young children (prenatal to age three) and their families. Our plan is a response to the growing need of early childhood practitioners to staff existing and expanding educational programs. This certificate would enable students from a variety of majors to have specialized training in caring for supporting the health development of diverse young children and their families.

The rationale for this certificate is rooted in the new flow of state funding for the care and education of very young children in Oregon. On December 23, 2019, the Oregon Department of Education/Early Learning Division announced the award of a federal Administration for Children and Families grant project award of \$26.6 million to improve and expand programs serving Oregon's children and families from birth to age 5.

One of the main tenets of Oregon's plan for this award is the expand of full-day preschool and the *Baby Promise* program for rural communities and children of color. *Baby Promise* is Oregon's Infant-Toddler Quality and Supply Building program that emerged in 2017 in response to a dangerous lack of quality in infant and toddler care. *Baby Promise* strives to provide access and stipends for working of full-time student parents. +With the advent of *Baby Promise*, the need for highly qualified early educators who specialize in this age group became apparent. The courses included in WOU's Infant Toddler Certificate would provide a strong and targeted focus on teaching and working with diverse infants and toddlers and their families for students interested in answering the call of *Baby Promise* and for those interested in working with our youngest citizens.

The proposed certificate received Faculty Senate Approval on February 25, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of the proposed undergraduate Infant Toddler Certificate as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: Division of Education and Leadership, Early Childhood Studies Program

Degree and Program Title: Infant Toddler 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, minor, and concentrations offered.*

The faculty of the Division of Education and Leadership's Early Childhood Studies Program propose an undergraduate **Infant Toddler Certificate**, designed for students who are looking for specialized coursework that focuses on children prenatal-3years and their families. This certificate includes an intensive series of early childhood courses (21-credits) which allows a student to focus deeply on content related to working with our youngest (prenatal-3years) and most vulnerable citizens and their families.

The rationale for this certificate program includes the following:

As Oregon has begun to focus its attention on the critical importance for high-quality early childhood education, and a highly-qualified workforce, the unique needs are coming to the surface. As such, a new flow of state funding for the care and education of young children is taking place. On December 23, 2019, ODE's Early Learning Division (ELD) announced that the federal Administration of Children and Families awarded a \$26.6 million grant to improve and expand programs serving Oregon children and families from birth to age 5. One of the main tenets of Oregon's plan for this federal award is the expansion of full-day preschool and the Baby (birth-3) program for rural communities and children of color. Baby Promise is Oregon's Infant-Toddler Quality and Supply building program emerging in 2017 in response to a dangerous lack of quality infant and toddler care. Baby Promise strives to provide access and stipends for working or full-time students parents. The courses listed in the certificate program would provide a strong focus on working with infants and toddlers for WOU students interested in answering the call of Baby Promise, as emergent early learning environments will undoubtedly need skills infant and toddler educators.

In addition, a number of reports (Oregon ELD report, *Early Childhood Professional Learning Plan*, to the legislature, 2020; The Center for the Study of Child Care Employment, UC-Berkeley's

Teaching the Teachers of Our Youngest Children: The State of Early Childhood Higher Education in Oregon, 2018) have documented the need for increased specialized coursework in meeting the unique needs of infants and toddler, and their families in Oregon.

In response to this, we are proposing an Infant Toddler certificate that includes the following coursework:

- ED 280 Infant and Toddler Development (3cr)
- ED 383 Introduction to Infant Mental Health (3cr)
- ED 385 Infant Toddler Observation and Assessment (3cr)
- ED 419 Poverty, Young Children and their Families (3cr)
- ED 464 Family and Community Involvement in Early Childhood (3cr)
- ED 470 Home Visiting in Early Childhood (3cr)
- ED 472 Trauma Informed Practices in Early Childhood Environments (3cr)
- **Total of 21 credits which culminates in an Infant Toddler Certificate**

Learning outcomes for the Infant Toddler Certificate program-

The Infant Toddler Certificate program prepares caring, highly qualified professionals who:

1. Demonstrate evidence of appropriate developmental understanding, skills, and dispositions necessary for fostering healthy growth and development for all very young children (prenatal-3yrs).
2. Create an equitable and inclusive climate where diversity is valued.
3. Successfully affect the learning and development of very young children and their families.

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

We are proposing an Infant Toddler certificate that includes the following coursework:

- ED 280 Infant and Toddler Development (3cr)
- ED 383 Introduction to Infant Mental Health (3cr)
- ED 385 Infant Toddler Observation and Assessment (3cr)
- ED 419 Poverty, Young Children and their Families (3cr)
- ED 464 Family and Community Involvement in Early Childhood (3cr)
- ED 470 Home Visiting in Early Childhood (3cr)
- ED 472 Trauma Informed Practices in Early Childhood Environments (3cr)
- **Total of 21 credits which culminates in an Infant Toddler Certificate**

- 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).*

Due to the unique qualities of our Early Childhood student body (range of traditional and non-traditional students, some of whom are working full-time during the day), we will offer courses in a variety of formats:

- Face-to-face courses (on WOU campus) for students who can make it to class during the day;
 - Hybrid courses including evening and/or weekends (face-to-face portion on WOU campus or WOU-Salem campus, online component utilizing Moodle);
 - Online pathway for students who are not able to access early childhood coursework in either face-to-face or hybrid models;
 - Summer course offerings will include online and hybrid options
- e. Adequacy and quality of faculty delivering the program.

The Division of Education and Leadership’s Early Childhood Studies program faculty (five full-time) will take on the primary role of delivering the Infant Toddler Certificate. These courses are already included in our degree program, and our faculty are already teaching many of them. All three of our Early Childhood tenure-line faculty have experience with teaching infant/toddler coursework, and two, Drs Emerson and Ryan, have expertise in this particular area.

Dr. Ya-Fang Cheng, Assistant Professor of Early Childhood/Elementary

Dr. Ya-Fang Cheng is an Assistant Professor of Early Childhood/Elementary and received her doctoral degree in Curriculum Instruction with a focus on early childhood education and early literacy. Her dissertation focused on *Early Childhood Educators’ Beliefs and Classroom Implementation of Literacy Learning Standards*. Dr. is a new faculty member at WOU, and has taken on roles that include teaching coursework, supervising students in their clinical placements, and working with our international cohort of students.

Dr. Andrea Emerson, Assistant Professor of Early Childhood

Dr. Andrea Emerson is an Assistant Professor of Early Childhood. Dr. Emerson received her Ph.D. in Curriculum and Instruction with a focus on Early Childhood education from Clemson University. She has taught a number of different courses, her specialty areas focus on play, infant/toddlers, and working with families. Dr. Emerson has supervised students in their clinical placement, currently serves as cohort leader, and has served on a number of university committees.

Dr. Cindy Ryan, Associate Professor and Early Childhood Studies Program Coordinator

Dr. Cindy Ryan received her doctoral degree in Teaching and Learning with a focus on Early Childhood from the University of Minnesota. She also received a Master’s of Science in Special Education from the University of Minnesota-Duluth. Dr. Ryan taught in early childhood, early intervention (birth-3yrs)/early childhood special education (3-7years), and kindergarten programs, as well as served as district level early childhood and special education program coordinators prior to her doctoral work. She has served as Early Childhood Program Coordinator at WOU since 2014, where she has also served on a number of university and community committees. Dr. Ryan has served as co-principal investigator for Project PIECE (Promoting Inclusion in Early Childhood Educators), a \$1,000,000 federal OSEP grant whose goal was to recruit, retain, and graduate underserved early childhood teachers who will teach in inclusive settings. Her specific area of focus includes inclusion, infant/toddler and home visiting, working with families, and working with non-traditional students.

These faculty bring a plethora of knowledge and experience to the Bachelor of Applied Science in Early Childhood program. All faculty members have experienced teaching in the current Early Childhood Studies, the Early Childhood/Elementary pathway, and the international student cohort. In addition, they have experience and understand the unique needs and expectations of diverse and non-traditional students.

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.*

Western Oregon University's history as a normal school and its continued excellence in educator preparation affords this new program opportunities and resources of a well-established educator preparation program. We currently have productive ongoing working relationships with the following cross-campus groups. These relationships actively support DEL programs and will also serve as support to the Infant Toddler Certificate:

- Academic Advising and Learning Center
- Financial Aid Office
- Hamersly Library and library faculty, in particular Robert Monge, Educational Librarian
- Multicultural Student Services
- Office of Disability Support
- University Business Office
- University Computing Services
- Western Oregon University Child Development Center
- Writing Center

i. *Anticipated start date.*

When certificate is fully approved (Fall 2020 or Fall 2021).

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 Infant Toddler 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 to gain specialized knowledge and skills in working with Oregon's youngest population. This supports student growth and future job success, to provide a jump-start in the job market, especially in the growing market of infant/toddler programs.

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 Infant Toddler Certificate, students outside of our major will have the experience of learning from Education faculty and learning outside of their major in a transdisciplinary 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.*

As explained earlier in this proposal, Oregon has begun to focus on the needs of its youngest citizens. This is due to a variety of factors, some of which include increasing poverty rates, the school-to-prison pipeline, effects of familial trauma, and the need for high-quality early learning environments and educators for this age group. 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 impact and improve outcomes for generations to come.

- 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 Infant Toddler Certificate meets statewide needs for professionals with a focused and specialized knowledge of infant/toddler development, observation and assessment, home visiting, working with families, impacts of poverty, and trauma informed practices.

3. Accreditation

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

- National Association for the Education of Young Children (NAEYC)
- Council for Exceptional Children-Division of Early Childhood (CEC/DEC)

- 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 BAS-ECS, as well as the Early Childhood Studies Program is aligned with NAEYC and CEC/DEC standards. All coursework includes course outcomes which are specifically aligned with the NAEYC and CEC/DEC standards.

- 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.*
 - The Early Childhood Studies Program would like to pursue NAEYC accreditation. Steps to move forward include attending NAEYC 2020 Professional Learning Institute to attend accreditation meetings to learn more about the steps and pathway towards accreditation. Several faculty will be attending those meetings, and once that is done, will meet to decide the steps to move forward.

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-beginning one to two years after the start of the certificate.
- c. *Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).*

It is expected that the Infant Toddler Certificate will draw students who are traditional/non-traditional/potentially international/both full and part-time, as well as resident/non-resident.

- d. *Evidence of market demand.*
 - As mentioned earlier in this report, Oregon has had an influx of funds to support the growing need for early educators to meet the increasing demands of very young (prenatal-3yrs) children and families needing high-quality programming.
 - In addition, we are building this Certificate opportunity due to the demand of our current student body, as well as interest we are hearing from teachers/educators in the field.
- 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).*
 - NA
- 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?*
 - Due to the fact that there are no other Infant Toddler Certificate programs at the undergraduate level in Oregon, we anticipate that our graduates will be welcomed into the work force, and will find gaining employment easy.
 - Potential career pathways include, but are not limited to: Early Head Start/Head Start teacher/administrator, home-visitor, Baby Promise teacher, Relief Nursery teacher, Early Childhood Policy work, and more. Also, students may move on to a graduate degree in one of the following areas: Master's in Education-Early Childhood; Early Intervention/Early Childhood Special Education, Psychology, and more.

5. Outcomes and Quality Assessment

a. *Expected learning outcomes of the program.*

Specific program learning outcomes for the Infant Toddler Certificate include:

The Infant Toddler Certificate program prepares caring, highly qualified professionals who:

- Demonstrate evidence of appropriate developmental understanding, skills, and dispositions necessary for fostering healthy growth and development for all very young children (birth-3yrs).
- Create a climate where diversity is valued.
- Successfully affect the learning and development of very young children and their families.

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

- Individual course assignments will be assessed using rubrics aligned with NAEYC, CEC/DEC, and WOU undergraduate learning outcomes;
- Courses will undergo a regular continuous improvement process of revision;
- Each student who completes the Infant Toddler Certificate will be tracked to keep data on graduation, employment, and career opportunities.
- Finally, employers will also be surveyed to gather information on impact of our graduates, employer satisfaction, and unique needs of employers.

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

- Promotion and tenure procedures for program faculty will apply based on the current WOU collective bargaining agreement.

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 Infant Toddler Certificate at the undergraduate level. Portland State University (PSU) offers an online graduate certificate entitled Infant Toddler Mental Health.

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.*

N/A

7. External Review

N/A

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1 Academic Year: 2020-2021

**Estimated Costs and Sources of Funds for Proposed Program: Undergraduate Certificate in
Infant Toddler**

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 2 Academic Year 2021-2022

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 3 Academic Year 2022-2023
Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 4 Academic Year: 2023-2024

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

WOU Board of Trustees, Proposal for a new certificate program: Undergraduate Certificate in ASL Studies: Linguistics

The ASL Studies program has recognized the need to offer ASL certificate option(s) to better serve the community at large and our current students. The proposed ASL Studies: Linguistics certificate (22 credits) is designed to prepare students and community members to broaden their perspectives on the study of ASL as a language and to incorporate linguistic knowledge. This certificate program was in part created from requests by community members; parents, siblings and families of Deaf children/adults both local and in rural areas in the state, Public Safety personnel who desire to better communicate and partner with Deaf people to achieve successful interaction and safety. This program directly aligns with initiatives to reach working-age adults, increasing the safety of Oregon citizens by ensuring communication access to the highest degree possible, and simplifying pathways for working-age adults to gain new skills, knowledge, and dispositions that may end up in career advancement and or additional compensation, thus contributing positively to the initiatives HECC has set forth.

Upon completion of the certificate, graduates will be able to apply ASL linguistics concepts to language learning, and recognize and analyze ALS linguistics features. As such, the certificate recognizes students who have deepened their competency in ASL beyond the introductory language courses. Students who earn the certificate/s will have documentation that will further their prospects in job attainment and potential higher pay in law enforcement and public safety, public service (including social services), all levels of education, healthcare, hospitality and retail sectors, among others. Students may also use the certificate/s in support of furthering their education in their graduate study discipline that works with the Deaf community, Public Safety, and many others.

The proposed certificate received Faculty Senate Approval on February 25, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of the proposed Undergraduate Certificate in ASL Studies: Linguistics as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: ASL Studies

Degree and Program Title: ASL Studies: Linguistics Certificate

Program Description

1. CIP Number:

16.1601 American Sign Language (ASL)

2. Brief overview:

The ASL Studies: Linguistics certificate is designed to prepare students and community members to broaden their perspectives on the study of ASL as a language and to incorporate linguistic knowledge as it pertains to their field of study and careers.

The ASL Studies program recognized the need to offer ASL certificate option(s) to better serve the community at large and our current students. Also, the General Education curriculum changed the language requirement affecting the student enrollment for our ASL courses and with this certificate option(s). These option(s) will help and improve our enrollment numbers. We will offer four (4) certificate options.

These certificate programs will show students' competencies in specific knowledge areas in the field of ASL Studies and Deaf Studies.

We developed these certificates in response to the community's requests to develop competencies in skills and knowledge of ASL for their professions in public safety services (law enforcement, fire services, emergency services) and community members (parents, family members, neighbors, educators, etc).

3. Course of study:

Core Courses

LING 310 Introduction to Linguistics Credits: 4

ASL 353 Linguistics of ASL Credits: 3

ASL 413 ASL Cheroology/Phonology Credits: 3
ASL 414 ASL Morphology Credits: 3
ASL 415 ASL Syntax & Semantics Credits: 3
ASL 456 First and Second Language Acquisition: Deaf and Hard of Hearing Credits: 3

Elective Credits: 3

ASL 420 Sociolinguistics of Deaf Communities Credits: 3
ASL 460 Black American Sign Language Credits: 3
Other elective courses may be selected in consultation with an advisor

Total Credits: 22

4. Manner in which the program will be delivered:

Courses will be offered on campus and online.

(Note: courses are already offered as part of ASL Studies program)

5. Adequacy and quality of faculty delivering the program:

Lyra Behnke, MA - Program Coordinator, Full time NTT Instructor

Lyra Behnke has taught at WOU since fall of 2014. She holds a Bachelor's degree from Western Oregon University in ASL Studies with a minor in Business and a Master's degree in Linguistics from Gallaudet University, with a focus in Sign Language Linguistics. Lyra currently serves as the ASL Studies program coordinator and ASL placement evaluation coordinator as well as teaching ASL linguistics and elective courses. She previously worked in the K-12 setting as an ASL Specialist at the Washington School for the Deaf where she worked with students and taught ASL as a first language. Her background as an immersed member of the Deaf community and drawing from her experiences as a Deaf individual contributes to her passion for language learning, especially with ASL.

Brian Peet, MA - Full time NTT Instructor

Brian Peet has taught at WOU since the fall of 2018. He holds a Bachelor's in Film Arts from Rochester Institute of Technology and a Master's in Teaching Sign Language from Gallaudet University. He currently teaches ASL levels 1-6, and has developed elective courses such as History of Deaf Cinema and ASL Media. He previously worked as a camp recreation leader for both hearing and Deaf children for ten years. His passion for Deaf kids has led him to volunteer at OSD in various academic settings.

Brent Redpath, Ed.M - Full time NTT Instructor

Brent Redpath has been actively involved in higher education since 2010. He received his Bachelor's degree in American Sign Language Studies at Western Oregon University and

his Masters of Education degree at Oregon State University under the Student Service Administration program. Brent is currently employed as an ASL Studies Instructor at WOU. He also holds ASLTA certification. Brent has a passion for sharing his story of facing challenges and overcoming them and sharing his pride in the Deaf community. As a hobby, he is a licensed private pilot and an avid skier. He also enjoys flying and skiing at Hoodoo or Mt. Bachelor during his leisure time with his wife and two kids.

Katie Pfaff, MA - Full time NTT Instructor

Katie Pfaff has taught at WOU since 2014. She holds a Bachelor's degree from Arizona State University in Liberal Studies and a Master's degree from Idaho State University specializing Deaf Education. She has taught various online and on-campus courses at WOU over the years, including graduate Deaf Education courses, student teaching placement and supervision, and multiple levels of ASL courses along with an elective course. Prior to working at WOU, Katie served in the K-12 Deaf Education field for 9 years in different teaching positions and Deaf schools. In addition to that, she taught ASL courses at a local community college and directed a state-funded program for families to learn ASL during evenings. She also had the opportunity to work as a research lab manager at Georgia Institute of Technology in Atlanta, Georgia with the Visual Language and Visual Learning (VL2) organization. With a versatile background in numerous settings, Katie acquired a range of knowledge, skills, and perspective in which she happily contributes to WOU and her students.

Pauline "Tie" Burcham, MA - Full time NTT Instructor

Pauline "Tie" Burcham has taught at Western Oregon University (WOU) since the winter of 2018. She holds an Associate degree in Black Studies from San Diego Mesa College, Bachelors in Africana Studies from San Diego State University, and a Master's in Sign Language Education from Gallaudet University. She currently teaches American Sign Language Level 1-9 and online ASL 6 and has developed elective courses such as Black Deaf Culture and Black ASL. She previously worked at Southwestern Community College for a number of years. Along with teaching, Tie enjoys presenting and participating in the Deaf community. She has presented in the Deaf Interpreter Conferences II and III (where she also served as one of the keynote speakers) and led a Social Justice workshop training for Deaf Interpreters and the National Association for the Deaf Youth Leadership Camp. Tie has also engaged with students at WOU by speaking on Intersectionality at the Multicultural Representative gathering in 2020 and participating as a panelist for the Black Student Union.

Dr. Kara Gournaris, Ed.D - Tenure Track Assistant Professor

Kara Gournaris is an assistant professor in American Sign Language department at Western Oregon University and she has been working at WOU since 2010. She graduated

from Gallaudet University with a BA in Psychology and from Prescott College with a MA in Experimental Education. She completed her Ed. D in Curriculum and Instruction at Portland State University in 2019. She has been involved with teaching ASL in some capacity for the past fifteen years. She is currently qualified ASLTA certified. Kara gave a couple of presentations in the state and national focusing on pedagogies, community of practices, and developing the bridges between high schools and colleges in Oregon.

6. Adequacy of faculty resources:

Lyra Behnke	Full-time NTT Instructor
Dr. Kara Gournaris	Tenure Track Assistant Professor
Brent Redpath	Full-time NTT Instructor
Katie Pfaff	Full-time NTT Instructor
Pauline “Tie” Burcham	Full-time NTT Instructor
Brian Peet	Full-time NTT Instructor

7. Other staff:

N/A

8. Adequacy of facilities, library, and other resources:

We do not require additional resources, staff, or facilities for this certificate at this time since it is part of our current curriculum delivery.

9. Anticipated start date:

Fall 2020

Relationship to Mission and Goals

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

The program aligns with Western Oregon University’s mission statement, “Western Oregon University creates lasting opportunities for student success through transformative education and personalized support” by drawing current students and community members into language learning and cultural immersion. This will support students’ journey in their studies and career goals. This program will attract non-traditional students and community members across a multitude of fields in partnership to increase knowledge, understanding and respect towards our diverse communities.

The institutional Priorities include the following that this program aligns with:

I. Student Success

- 1.1 Provide a campus environment that enhances learning and the development of the whole person.
- 2.3 Improve access to coursework for degrees, programs and certificates.
- 3.3 Support curricular innovation and accountability.

II. Academic Excellence

- 4.1 Promote academic array that provides distinctive, high-quality programs.
- 4.3 Promote high-quality, diverse and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement.

III. Community Engagement

- 2.6 Strengthen partnerships with community organizations and businesses and local, regional and state government agencies.
- 3.1 Expand activities and partnership with local and regional organizations.
- 4.1 Enhance diversity of university community as a matter of institutional priority and an integral component of academic success.

V. Sustainability and Stewardship

- 1.3 Support growth of academic programs to include new and innovative degrees and certificates.

2. 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.
 - i. As stated above, in addressing institutional priorities, this certificate also seeks to equip students with knowledge, skills, and dispositions required to recognize and address the multicultural needs of the Deaf communities in Oregon.

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

HECC identifies the following initiatives for the state of Oregon higher education industry:

- i. Goal-setting: sharpening state higher education goals in specific areas, including for working-age adults, and better reporting our progress towards meeting them.

- ii. Public College and University Funding: supporting sustainable state funding linked to student success.
 - iii. Pathways: simplifying and aligning student pathways from cradle to career.
 - iv. Student Support: enhancing student success, safety, and completion.
 - v. College Affordability: limiting student costs for attending college in Oregon.
 - vi. Economic and Community Impact: contributing to prosperous workforce, economy, and communities.
- b. This program directly aligns with initiatives to reach working-age adults, increasing the safety of Oregon citizens by ensuring communication access to the highest degree possible, and simplifying pathways for working-age adults to gain new skills, knowledge, and dispositions that may end up in career advancement and or additional compensation, thus contributing positively to the initiatives HECC has set forth.

Accreditation

N/A

Need

1. Anticipated fall term headcount and FTE enrollment over each of the next five years.
 - a. No additional need for Fall 2020. Certificates are built upon existing courses.
 - b. Possible increase in class section offerings in Salem and online in the next few years.
2. Expected degrees/certificates produced over the next five years.
 - a.

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
5	5	10	10	10

3. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).
 - a. All types of students above may be attracted to this certificate program, particularly working-age adults in careers public safety service industries and community members who have a vested interest in the Deaf communities of Oregon (parents, neighbors, etc.). Additionally, students already declared majors in ASL Studies or Interpreting Studies and/or any other major at WOU, may be interested in adding this certificate to their plans.
4. Evidence of market demand.

- a. This certificate program was in part created from requests by community members; parents, siblings and families of Deaf children/adults both local and in rural areas in the state, Public Safety personnel who desire to better communicate and partner with Deaf people to achieve successful interaction and safety.
5. 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

6. 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?

Students who earn the certificate/s will have documentation that will further their prospects in job attainment and potential higher pay. Students may also use the certificate/s in support of furthering their education in their graduate study discipline that works with the Deaf community, Public Safety, and many others.

Potential career paths with support of the certificate/s:

Law Enforcement and Public Safety: Police, Firefighters, Paramedics, Disaster Response workers

Public Service: Local and State government agencies, DHS, case workers, foster system, Department of Vocational Rehabilitation

Educators: Early Involvement, Preschool, K-12, Higher Education, Paraeducators

Medical: Doctors, nurses, dentists, office workers

Hospitality, Retail and Restaurant workers

Outcomes and Quality Assessment

1. Expected learning outcomes of the program:
 - a. Develop an in-depth understanding of ASL linguistics concepts in application to language learning.
 - b. Portray the ability to recognize and analyze ASL linguistics features.
2. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction:
 - a. We will review data on a yearly-basis. Data including student enrollment, grades, and also community member satisfaction surveys.
3. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

- a. Tenured and tenure-track faculty in the Division of Deaf Studies & Professional Studies are expected to meet the scholarly standards of the division. Per the WOU-WOUFT collective bargaining agreement, scholarly expectations of faculty at WOU are expressed through the Boyer model of scholarship, where faculty can demonstrate scholarly achievement in the scholarship of discovery, application, integration and teaching & learning. All tenure-track WOU faculty are expected to maintain engagement in at least one of these modes of scholarship.

Program Integration and Collaboration

1. Closely related programs in this or other Oregon colleges and universities.
 - a. This certificate program is closely related to the American Sign Language Studies program. Faculty will continue to work together for effective and efficient instruction.
 - b. WOU will be the only university in Oregon to offer certificate tracks in ASL Studies.
 - c. It is also designed to allow students to complete their majors in addition to the certificate within a 90-credit pathway for almost all majors on campus.
2. 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.
 - a. There are no similar programs in other Oregon institutions.
3. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
 - a. N/A
4. Potential impacts on other programs.
 - a. N/A

Budget Outline Form: Year 1 Academic Year: 2020-2021

Estimated Costs and Sources of Funds for Proposed Program: UG Certificate in ASL Studies: Linguistics

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 2 Academic Year 2021-2022

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 3 Academic Year 2022-2023
Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 4 Academic Year: 2023-2024

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

WOU Board of Trustees, Proposal for a new certificate program: Undergraduate Certificate in ASL Studies: Culture

The proposed ASL Studies: Culture certificate (18 cr) will equip students and community members in developing cultural competencies and in-depth knowledge of the diversity in the Deaf communities as it pertains to their field of study and careers. With course work that focuses on richness and diversity of Deaf culture, students will: (1) enhance their perspectives in Deaf cultural studies, and (2) practice sensitivity and understanding toward diverse Deaf communities. As such it contributes more broadly to initiatives at WOU to support diversity and inclusion, and provide our students opportunities to strengthen their cultural competency.

The ASL Studies program recognized the need to offer ASL certificate option(s) to better serve the community at large and our current students. We developed ASL Studies: Culture Certificate in response to the community's requests to develop competencies in skills and knowledge of ASL for their professions in public safety services (law enforcement, fire services, emergency services) and community members (parents, family members, neighbors, educators, etc). This program directly aligns with initiatives to reach working-age adults, increasing the safety of Oregon citizens by ensuring communication access to the highest degree possible, and simplifying pathways for working-age adults to gain new skills, knowledge, and dispositions that may result in career advancement and or additional compensation.

The proposed certificate received Faculty Senate Approval on February 25, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of the proposed Undergraduate Certificate in ASL Studies: Culture as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: ASL Studies

Degree and Program Title: ASL Studies: Cultural Certificate

Program Description

1. CIP Number:

16.1601 American Sign Language (ASL)

2. Brief overview:

The ASL Studies: Culture certificate will equip students and community members in developing cultural competencies and in-depth knowledge of the diversity in the Deaf communities as it pertains to their field of study and careers.

The ASL Studies program recognized the need to offer ASL certificate option(s) to better serve the community at large and our current students. Also, the General Education curriculum changed the language requirement affecting the student enrollment for our ASL courses and with this certificate option(s). These option(s) will help and improve our enrollment numbers. We will offer four (4) certificate options.

These certificate programs will show students' competencies in specific knowledge areas in the field of ASL Studies and Deaf Studies.

We developed these certificates in response to the community's requests to develop competencies in skills and knowledge of ASL for their professions in public safety services (law enforcement, fire services, emergency services) and community members (parents, family members, neighbors, educators, etc).

3. Course of study:

Core Courses

ASL 315 American Deaf Culture Credits: 3

ASL 320 Deaf Women Studies Credits: 3

ASL 340 Introduction to the Deaf Latino Community Credits: 3
ASL 360 Black Deaf Culture Credits: 3
ASL 429 American Deaf History Credits: 3

Elective Credits: 3

ASL 327 Deaf Cinema History Credits: 3
ASL 440 Mental Health in the Deaf Community Credits: 3
Other elective courses may be selected in consultation with an advisor

Total Credits: 18

4. Manner in which the program will be delivered:

Courses will be offered on campus and online.

(Note: courses are already offered as part of ASL Studies program)

5. Adequacy and quality of faculty delivering the program:

Lyra Behnke, MA - Program Coordinator, Full time NTT Instructor

Lyra Behnke has taught at WOU since fall of 2014. She holds a Bachelor's degree from Western Oregon University in ASL Studies with a minor in Business and a Master's degree in Linguistics from Gallaudet University, with a focus in Sign Language Linguistics. Lyra currently serves as the ASL Studies program coordinator and ASL placement evaluation coordinator as well as teaching ASL linguistics and elective courses. She previously worked in the K-12 setting as an ASL Specialist at the Washington School for the Deaf where she worked with students and taught ASL as a first language. Her background as an immersed member of the Deaf community and drawing from her experiences as a Deaf individual contributes to her passion for language learning, especially with ASL.

Brian Peet, MA - Full time NTT Instructor

Brian Peet has taught at WOU since the fall of 2018. He holds a Bachelor's in Film Arts from Rochester Institute of Technology and a Master's in Teaching Sign Language from Gallaudet University. He currently teaches ASL levels 1-6, and has developed elective courses such as History of Deaf Cinema and ASL Media. He previously worked as a camp recreation leader for both hearing and Deaf children for ten years. His passion for Deaf kids has led him to volunteer at OSD in various academic settings.

Brent Redpath, Ed.M - Full time NTT Instructor

Brent Redpath has been actively involved in higher education since 2010. He received his Bachelor's degree in American Sign Language Studies at Western Oregon University and his Masters of Education degree at Oregon State University under the Student Service

Administration program. Brent is currently employed as an ASL Studies Instructor at WOU. He also holds ASLTA certification. Brent has a passion for sharing his story of facing challenges and overcoming them and sharing his pride in the Deaf community. As a hobby, he is a licensed private pilot and an avid skier. He also enjoys flying and skiing at Hoodoo or Mt. Bachelor during his leisure time with his wife and two kids.

Katie Pfaff, MA - Full time NTT Instructor

Katie Pfaff has taught at WOU since 2014. She holds a Bachelor's degree from Arizona State University in Liberal Studies and a Master's degree from Idaho State University specializing Deaf Education. She has taught various online and on-campus courses at WOU over the years, including graduate Deaf Education courses, student teaching placement and supervision, and multiple levels of ASL courses along with an elective course. Prior to working at WOU, Katie served in the K-12 Deaf Education field for 9 years in different teaching positions and Deaf schools. In addition to that, she taught ASL courses at a local community college and directed a state-funded program for families to learn ASL during evenings. She also had the opportunity to work as a research lab manager at Georgia Institute of Technology in Atlanta, Georgia with the Visual Language and Visual Learning (VL2) organization. With a versatile background in numerous settings, Katie acquired a range of knowledge, skills, and perspective in which she happily contributes to WOU and her students.

Pauline "Tie" Burcham, MA - Full time NTT Instructor

Pauline "Tie" Burcham has taught at Western Oregon University (WOU) since the winter of 2018. She holds an Associate degree in Black Studies from San Diego Mesa College, Bachelors in Africana Studies from San Diego State University, and a Master's in Sign Language Education from Gallaudet University. She currently teaches American Sign Language Level 1-9 and online ASL 6 and has developed elective courses such as Black Deaf Culture and Black ASL. She previously worked at Southwestern Community College for a number of years. Along with teaching, Tie enjoys presenting and participating in the Deaf community. She has presented in the Deaf Interpreter Conferences II and III (where she also served as one of the keynote speakers) and led a Social Justice workshop training for Deaf Interpreters and the National Association for the Deaf Youth Leadership Camp. Tie has also engaged with students at WOU by speaking on Intersectionality at the Multicultural Representative gathering in 2020 and participating as a panelist for the Black Student Union.

Dr. Kara Gournaris, Ed.D - Tenure Track Assistant Professor

Kara Gournaris is an assistant professor in American Sign Language department at Western Oregon University and she has been working at WOU since 2010. She graduated from Gallaudet University with a BA in Psychology and from Prescott College with a

MA in Experimental Education. She completed her Ed. D in Curriculum and Instruction at Portland State University in 2019. She has been involved with teaching ASL in some capacity for the past fifteen years. She is currently qualified ASLTA certified. Kara gave a couple of presentations in the state and national focusing on pedagogies, community of practices, and developing the bridges between high schools and colleges in Oregon.

6. Adequacy of faculty resources:

Lyra Behnke	Full-time NTT Instructor
Dr. Kara Gournaris	Tenure Track Assistant Professor
Brent Redpath	Full-time NTT Instructor
Katie Pfaff	Full-time NTT Instructor
Pauline “Tie” Burcham	Full-time NTT Instructor
Brian Peet	Full-time NTT Instructor

7. Other staff:

N/A

8. Adequacy of facilities, library, and other resources:

We do not require additional resources, staff, or facilities for this certificate at this time since it is part of our current curriculum delivery.

9. Anticipated start date:

Fall 2020

Relationship to Mission and Goals

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

The program aligns with Western Oregon University’s mission statement, “Western Oregon University creates lasting opportunities for student success through transformative education and personalized support” by drawing current students and community members into language learning and cultural immersion. This will support students’ journey in their studies and career goals. This program will attract non-traditional students and community members across a multitude of fields in partnership to increase knowledge, understanding and respect towards our diverse communities.

The institutional Priorities include the following that this program aligns with:

I. Student Success

- 1.1 Provide a campus environment that enhances learning and the development of the whole person.
- 2.3 Improve access to coursework for degrees, programs and certificates.
- 3.3 Support curricular innovation and accountability.

II. Academic Excellence

- 4.1 Promote academic array that provides distinctive, high-quality programs.
- 4.3 Promote high-quality, diverse and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement.

III. Community Engagement

- 2.6 Strengthen partnerships with community organizations and businesses and local, regional and state government agencies.
- 3.1 Expand activities and partnership with local and regional organizations.
- 4.1 Enhance diversity of university community as a matter of institutional priority and an integral component of academic success.

V. Sustainability and Stewardship

- 1.3 Support growth of academic programs to include new and innovative degrees and certificates.

2. 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.
 - i. As stated above, in addressing institutional priorities, this certificate also seeks to equip students with knowledge, skills, and dispositions required to recognize and address the multicultural needs of the Deaf communities in Oregon.
3. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

HECC identifies the following initiatives for the state of Oregon higher education industry:

- i. Goal-setting: sharpening state higher education goals in specific areas, including for working-age adults, and better reporting our progress towards meeting them.

- ii. Public College and University Funding: supporting sustainable state funding linked to student success.
 - iii. Pathways: simplifying and aligning student pathways from cradle to career.
 - iv. Student Support: enhancing student success, safety, and completion.
 - v. College Affordability: limiting student costs for attending college in Oregon.
 - vi. Economic and Community Impact: contributing to prosperous workforce, economy, and communities.
- b. This program directly aligns with initiatives to reach working-age adults, increasing the safety of Oregon citizens by ensuring communication access to the highest degree possible, and simplifying pathways for working-age adults to gain new skills, knowledge, and dispositions that may end up in career advancement and or additional compensation, thus contributing positively to the initiatives HECC has set forth.

Accreditation

N/A

Need

1. Anticipated fall term headcount and FTE enrollment over each of the next five years.
 - a. No additional need for Fall 2020. Certificates are built upon existing courses.
 - b. Possible increase in class section offerings in Salem and online in the next few years.
2. Expected degrees/certificates produced over the next five years.
 - a.

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
5	5	10	10	10

3. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).
 - a. All types of students above may be attracted to this certificate program, particularly working-age adults in careers public safety service industries and community members who have a vested interest in the Deaf communities of Oregon (parents, neighbors, etc.). Additionally, students already declared majors in ASL Studies or Interpreting Studies and/or any other major at WOU, may be interested in adding this certificate to their plans.
4. Evidence of market demand.

- a. This certificate program was in part created from requests by community members; parents, siblings and families of Deaf children/adults both local and in rural areas in the state, Public Safety personnel who desire to better communicate and partner with Deaf people to achieve successful interaction and safety.
5. 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

6. 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?

Students who earn the certificate/s will have documentation that will further their prospects in job attainment and potential higher pay. Students may also use the certificate/s in support of furthering their education in their graduate study discipline that works with the Deaf community, Public Safety, and many others.

Potential career paths with support of the certificate/s:

Law Enforcement and Public Safety: Police, Firefighters, Paramedics, Disaster Response workers

Public Service: Local and State government agencies, DHS, case workers, foster system, Department of Vocational Rehabilitation

Educators: Early Involvement, Preschool, K-12, Higher Education, Paraeducators

Medical: Doctors, nurses, dentists, office workers

Hospitality, Retail and Restaurant workers

Outcomes and Quality Assessment

1. Expected learning outcomes of the program:
 - a. Develop knowledge to enhance students' perspectives in Deaf cultural studies.
 - b. Practice sensitivity and understanding toward diverse Deaf communities.
2. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction:
 - a. We will review data on a yearly-basis. Data including student enrollment, grades, and also community member satisfaction surveys.
3. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.
 - a. Tenured and tenure-track faculty in the Division of Deaf Studies & Professional Studies are expected to meet the scholarly standards of the division. Per the

WOU-WOUFT collective bargaining agreement, scholarly expectations of faculty at WOU are expressed through the Boyer model of scholarship, where faculty can demonstrate scholarly achievement in the scholarship of discovery, application, integration and teaching & learning. All tenure-track WOU faculty are expected to maintain engagement in at least one of these modes of scholarship.

Program Integration and Collaboration

1. Closely related programs in this or other Oregon colleges and universities.
 - a. This certificate program is closely related to the American Sign Language Studies program. Faculty will continue to work together for effective and efficient instruction.
 - b. WOU will be the only university in Oregon to offer certificate tracks in ASL Studies.
 - c. It is also designed to allow students to complete their majors in addition to the certificate within a 90-credit pathway for almost all majors on campus.
2. 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.
 - a. There are no similar programs in other Oregon institutions.
3. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
 - a. N/A
4. Potential impacts on other programs.
 - a. N/A

Budget Outline Form: Year 1 Academic Year: 2020-2021

Estimated Costs and Sources of Funds for Proposed Program: UG Certificate in ASL Studies: Culture

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 2 Academic Year 2021-2022

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 3 Academic Year 2022-2023
Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 4 Academic Year: 2023-2024

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

WOU Board of Trustees, Proposal for a new certificate program: Undergraduate Certificate in Social Justice / Service Learning with the Latino Community-Bilingual

The Spanish and Sociology Departments are collaborating to propose an Interdisciplinary Certificate in Social Justice / Service Learning with the Latino Community. The certificate creates a unique learning experience to empower students with the knowledge, skills, empathy, and understanding of cross-cultural environments. This process will enable students to develop culturally competent practices to make positive changes in the Latino Community.

The proposed certificate provides a gateway for the increasing number of heritage speakers, who are taking social science classes, and who are seeking professions that will allowed them to contribute the Latino Community. The proposed certificate builds on a core course in each department: one course in Service Learning in the Spanish Department, and a core course in Sociology Department in Service Learning applied to the Latino Community. Additionally, students will choose one elective in the Spanish or Sociology Department.

While open to all students, we expect, at least initially, that many certificate students will be Spanish or Sociology majors. As WOU continues on its path to becoming a Hispanic-Serving Institution (HSI), this interdisciplinary certificate has the potential to become a signature program for the university, building on our existing work with Heritage Speakers and the long-standing work of the Latino Mentors program. With the certificate's emphasis on service learning in the community, students will engage in high-impact learning experiences that will enhance their education and their post-graduate employment opportunities. Students in the program will be recognized professionally for the skills they develop and what they accomplish through robust service learning activities. They will enhance their language proficiency and apply their knowledge of Latino culture, history and politics. They will gain experience in social service organizations that will increase their employability. They will develop cultural competence skills and practices that they can turn to serving and improving outcomes for the Latino community.

The proposed certificate received Faculty Senate Approval on February 25, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of the proposed Undergraduate Certificate in Social Justice / Service Learning with the Latino Community-Bilingual as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: Humanities Division

Department/Program Name: Modern Languages

Degree and Program Title: interdisciplinary Certificate in Social Justice / Service Learning with Latino Communities-Bilingual

1. Program Description

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

24.0103

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

The Spanish and Sociology Departments propose an Interdisciplinary Certificate in Social Justice / Service Learning with Latino Community. This certificate has implications for both Spanish and Sociology student enrollment. For the Spanish Department, it will expand student participation from Social Sciences who seek to enrich their language proficiency and to apply the knowledge of Latino culture, history and politics. For Sociology, students will benefit in the professionalization that the certificate offers, to enhance their employment opportunities in social service occupations that provide culturally competent practices necessary for serving and improving outcomes for Latino Community.

This would be a gateway for the increasing number of heritage speakers, who are taking social science classes, and who are seeking professions that will allowed them to contribute the Latino Community.

The Interdisciplinary Certificate in Social Justice/ Service Learning provides students with significant employability advantages as they improve their cultural competency. It also increases their ability to offer viable solutions as they serve as a bridge between the Latino Community and the various institutions in which they participate through experiential learning.

This Certificate will build on a core course in each department: one course in Service Learning in the Spanish Department, and a core course in Sociology Department in Service Learning applied to the Latino Community. Additionally, students will choose one elective in the Spanish or Sociology Department.

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

CERTIFICATE REQUIREMENTS: 12 CREDITS

CORE COURSES: 8 Credits

SPAN 309D Service Learning - Credits: 4

SOC 409D Latino Mentor Program - Credits: 4

ELECTIVE CREDITS: 4 Credits.

Choose one from either Spanish or Sociology:

SPAN 328 Introduction to Latino/Chicano Literature and Culture.

SPAN 371 Contemporary Latin American/Latino Literature and Culture.

SPAN 360 Introduction to Hispanic Literatures.

SOC 435D - Chican@/Latin@ Studies.

SOC 407 Comparative Legal Systems: U.S / Latin America.

SOC 450 Latin American Society.

SOC 407 Latin American Revolutions.

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).

The classes needed to complete this certificate are already taught on the Monmouth campus and will not require the hiring of new faculty or new facilities.

e. Adequacy and quality of faculty delivering the program.

Current WOU Spanish and Sociology Programs Faculty.

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

g. Other staff.

All of the pertinent Western Oregon administrative personnel.

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

Same quality as all other programs taught in WOU's Humanities Division.

i. Anticipated start date.

Fall, 2020

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.

This certificate tie in extremely well with Western Oregon University's mission to provide students with "lasting opportunities for student success through transformative education."

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

By encouraging students to study a world language, we help students, in accordance with the university's values, to create "connections extending beyond the classroom, across campus and into our local and global communities." We also foster "an appreciation for the complexity of the world". As the Office of Academic Affairs website states: "Our graduates are equipped to be successful professionals and compassionate global citizens." There is no better way to become a compassionate global citizen than to learn a foreign language.

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

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

The certificate supports a vision to "become Oregon's campus of choice for students ... who seek a student-centered learning community" by "challenging students to grow profoundly" through immersing themselves into a different language and culture.

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

According to a recent Joint National Committee for Languages and the National Council for Languages and International Studies (JCNL-NICLS), 71% of business leaders plan to grow in markets where English is not the primary language. Bilinguals get paid between 5%-20% per hour higher than the base rate. For instance, the government of California pays a salary differential to employees who use their bilingual skills an average of 10% or more of their total work time. Bilingual job postings across all sectors have tripled between 2010 and 2019.

- iii. address civic and cultural demands of citizenship.

The certificate provides formative and practical language and cultural expertise help students cultivate flexibility, adaptability, and interpersonal skills. Bilingual citizens are by definition more tolerant and understanding of cultural diversity and the need to promote a multicultural, global, society where the strength of the local is only possible through its perceived value by the global.

3. Accreditation

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

Western Oregon University.

- 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.

WOU Spanish Program is currently in good standing to meet all professional accreditation standards for this certificate.

- 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 certificate will be transcriptable.

4. Need

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

10 students for Fall 2020

12 for 2021

14 for 2022

17 for 2023

20 for 2024

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

65

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

Traditional full-time students, to strengthen their degree.

- d. Evidence of market demand.

As previously noted, according to a recent Joint National Committee for Languages and the National Council for Languages and International Studies (JCNL-NICLS), 71% of business leaders plan to grow in markets where English is not the primary language. Bilinguals get paid between 5%-20% per hour higher than the base rate. For instance, the government of California pays a salary differential to employees who use their bilingual skills an average of 10% or more of their total work time. Bilingual job postings across all sectors have tripled between 2010 and 2019.

- 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?

Targeted Professions:

Health, education, business, law enforcement, foreign service, non-governmental organizations, and social work.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations (Integrative Learning).

Developing 'personal and social responsibility (Integrative Learning).

Development of Cultural competence and global worldview (Diversity).

A developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (Integrative Learning).

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

Assessing the effectiveness of all Modern Languages certificates will be part of the Department general assessment. A quantitative assessment of the number of students who pursue certificates over the course of two academic years will be performed. We will determine if the Certificate Program has led to increased enrollment in language courses. This data will be included in the Modern Languages Annual Report. A longer-term assessment will be designed and conducted to determine if certificate holders benefited in the job market from having the certificates.

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

N/A

6. Program Integration and Collaboration

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

As noticed by Gina Greco, the MLA consultant who met with the Modern Languages Department at WOU in April 2019 recommended the implementation of certificates to revitalize Modern Languages at WOU in a way similar to what has been done at PSU, yet considering the needs of WOU bilingual students. Her report is attached.

- 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.

Modern Languages Faculty at WOU is already in close dialogue to develop a joint program in which students can obtain a certificate that develops the basis of a global cultural competence among our students.

- 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.

A successful certificate should attract students to our more advanced programs, as they are conceived as providing foundational bilingual language and cultural competences.

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.

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1 Academic Year: 2020-2021

Estimated Costs and Sources of Funds for Proposed Program: UG Certificate in Social Justice / Service Learning with the Latino Community-Bilingual

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 2 Academic Year 2021-2022

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 3 Academic Year 2022-2023
Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 4 Academic Year: 2023-2024

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						0

WOU Board of Trustees, Proposal for a new certificate program: Undergraduate Certificate of Achievement in Bilingual and Biliteracy Spanish

The proposed Bilingual and Biliteracy Spanish Certificate of Achievement will consist of a 16-credit program composed of four 4-credit courses. The certificate provides formative and practical language and cultural expertise help students cultivate flexibility, adaptability, and interpersonal skills. Upon completing the program, students will be able to: produce and understand oral and written communication at an Advanced High level, as defined by the American Council on the Teaching of Foreign Languages; interact respectfully and appropriately with individuals and companies from bicultural backgrounds; and compare and contrast cultural elements from Spanish speaking countries with their own culture, both within the Latino culture in the United States and American culture in general.

The program is designed for undergraduates and post-baccalaureate students seeking a SBBC certificate. Students pursuing the Spanish Major, or Spanish Minor will be able to pursue the Certificate along with their Major/Minor courses. Students may also enter the program with a Baccalaureate and pursue the Certificate by completing the required courses (16 credits). This certificate guarantees professional Spanish language proficiency as well as state-of-the-art professional knowledge of Latino culture and politics.

The certificate will benefit students by highlighting specific language and cultural skills they have acquired during their course of study. These skills are highly sought after by employers and can give students a competitive edge in the job market. It is crucial that Western Oregon University students have the same opportunity as students from other institutions to more clearly present their skills to potential employers. There are many professional areas where a bilingual and bicultural certificate would be of great value, such as health, education, business, science, law enforcement, foreign service, non-governmental organizations, and social work, to name just a few. With respect to employability, bilingual persons may be eligible for pay differentials of between 5%-20% per hour higher than the base rate. For instance, the State of California pays a salary differential to employees who use their bilingual skills an average of 10% or more of their total work time.

The proposed certificate received Faculty Senate Approval on February 25, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of the proposed Undergraduate Certificate of Achievement in Bilingual and Biliteracy Spanish as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: Humanities Division

Department/Program Name: Modern Languages

Degree and Program Title: Bilingual and Biteracy Spanish Certificate of Achievement

1. Program Description

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

24.0103

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

The Bilingual and Biteracy in Spanish Certificate of Achievement will consist of a 16-credit program composed of four 4-credit courses. The program is designed for undergraduates and post-baccalaureate students seeking a SBBC certificate. Students pursuing the Spanish Major, or Spanish Minor will be able to pursue the Certificate along with their Major/Minor courses. Students may also enter the program with a Baccalaureate and pursue the Certificate by completing the required courses (16 credits). This certificate guarantees professional Spanish language proficiency as well as state-of-the-art professional knowledge of Latino culture and politics.

Certificates have been developing rapidly in higher education across the countries, and bilingualism and biteracy are advanced tools to boost student's employability and social responsibility. Certificates benefit students by emphasizing specific skills they have acquired during their course of study. These skills are highly sought after by employers and can give students a competitive edge in the job market. Students are able to highlight the certificates they have earned on their resumes. Employers can see the extra skills applicants are potentially bringing to their company without checking university transcripts. It is crucial that Western Oregon University students have the same opportunity as students from other institutions to more clearly present their skills to potential employers. There are many professional areas where a bilingual and bicultural certificate would be of great value, such as health, education, business, science, law enforcement, foreign service, non-governmental organizations, and social work, to name just a few.

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

Required Coursework:

Prerequisite: SPAN 319 or equivalent.

Core courses (12 credits) :

SPAN 328 Introduction to Latino/Chicano Literature and Culture

SPAN 379 Introduction to Spanish Linguistics

SPAN 483D Spanish in the US

Choose one (4 credits):

SPAN 342 The Politics of Chicano/Latino Arts and Film

SPAN 401 Advanced Spanish Proficiency

SPAN 446 Migration and Borders in the Hispanic World

SPAN 443 Contemporary Latino/Latin American Literature

Total Credits: 16

- a. 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).

The classes needed to complete this certificate are already taught on the Monmouth campus and will not require the hiring of new faculty or new facilities.

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

Current WOU Spanish Programs Faculty.

- c. Adequacy of faculty resources – **full-time**, part-time, **adjunct**.
- d. Other staff.

All of the pertinent Western Oregon administrative personnel.

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

Same quality as all other programs taught in WOU's Humanities Division.

- f. Anticipated start date.

Fall, 2020

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.

This certificate ties in extremely well with Western Oregon University’s mission to provide students with “lasting opportunities for student success through transformative education.”

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

By encouraging students to study world and US languages and cultures, we help students, in accordance with the university’s values, to create “connections extending beyond the classroom, across campus and into our local and global communities.” We also foster “an appreciation for the complexity of the world”. As the Office of Academic Affairs website states: “Our graduates are equipped to be successful professionals and compassionate global citizens.” There is no better way to become a compassionate global citizen than to learn a foreign language.

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

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

The certificate supports a vision to “become Oregon’s campus of choice for students ... who seek a student-centered learning community” by “challenging students to grow profoundly” through immersing themselves into a different language and culture.

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

According to a recent Joint National Committee for Languages and the National Council for Languages and International Studies (JCNL-NICLS), 71% of business leaders plan to grow in markets where English is not the primary language. Bilinguals get paid between 5%-20% per hour higher than the base rate. For instance, the government of California pays a salary differential to employees who use their bilingual skills an average of 10% or more of their total work time. Bilingual job postings across all sectors have tripled between 2010 and 2019.

- iii. address civic and cultural demands of citizenship.

The certificate provides formative and practical language and cultural expertise help students cultivate flexibility, adaptability, and interpersonal skills. Bilingual citizens are by definition more tolerant and understanding of cultural diversity and the need to promote a multicultural, global, society where the strength of the local is only possible through its perceived value by the global.

3. Accreditation

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

Western Oregon University.

- 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.

WOU Spanish Program is currently in good standing to meet all professional accreditation standards for this certificate.

- 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 certificate will be transcriptable.

4. Need

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

10 students for Fall 2021

12 for 2022

14 for 2023

17 for 2024

20 for 2025

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

65

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

Traditional full-time students, to strengthen their degree.

- d. Evidence of market demand.

As previously noted, according to a recent Joint National Committee for Languages and the National Council for Languages and International Studies (JCNL-NICLS), 71% of business leaders plan to grow in markets where English is not the primary language. Bilinguals get paid between 5%-20% per hour higher than the base rate. For instance, the government of California pays a salary differential to employees who use their bilingual skills an average of 10% or more of their total work time. Bilingual job postings across all sectors have tripled between 2010 and 2019.

- 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?

Targeted Professions:

Health, education, business, law enforcement, foreign service, non-governmental organizations, and social work.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Produce and understand oral and written communication at an Advanced High level, as defined by the ACTFL (Written Communication).

Interact respectfully and appropriately with individuals and companies from bicultural backgrounds (Diversity).

Compare and contrast cultural elements from Spanish speaking countries with their own culture, both within the Latino culture in the United States and American culture in general. (Diversity).

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

Assessing the effectiveness of all Modern Languages certificates will be part of the Department general assessment. A quantitative assessment of the number of students who pursue certificates over the course of two academic years will be performed. We will determine if the Certificate Program has led to increased enrollment in language courses. This data will be included in the Modern Languages Annual Report. A longer-term assessment shall be designed and conducted to determine if certificate holders benefited in the job market from having the certificates.

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

N/A

6. Program Integration and Collaboration

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

As noticed by Gina Greco, the MLA consultant who met with the Modern Languages Department at WOU in April 2019 recommended the implementation of certificates to revitalize Modern Languages at WOU in a way similar to what has been done at PSU, yet considering the needs of WOU bilingual students. Her report is attached.

- 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.

Modern Languages Faculty at WOU is already in close dialogue to develop a joint program in which students can obtain a certificate that develops the basis of a global cultural competence among our students.

- 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.

A successful certificate should attract students to our more advanced programs, as they are conceived as providing foundational bilingual language and cultural competences.

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.

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1 Academic Year: 2020-2021

Estimated Costs and Sources of Funds for Proposed Program: UG Certificate of Achievement in Bilingual and Bilingual Spanish

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 2 Academic Year 2021-2022

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 3 Academic Year 2022-2023
Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 4 Academic Year: 2023-2024

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

WOU Board of Trustees, Proposal for a new certificate program: Undergraduate Certificate in Spanish-English Interpretation and Translation

The proposed Spanish-English Interpretation and Translation certificate (12 cr) is a program designed for students who are bilingual and seek to develop their professional knowledge and practice of Spanish-English interpreting and translation skills. It supports students as they (1) prepare for licensing as professional interpreters and (2) develop reading, writing, speaking and listening abilities in the target language at an advanced level. This advanced certificate provides students with concrete employability opportunities, as there is significant need for qualified Spanish-English interpreters and translators in health, legal, business and social advancement institutions in the US. To make sure that the students reach an adequate level of fluency, the certificate will only be granted to students who reach a B- average or higher over the three classes.

Certificates benefit students by highlighting specific skills they have acquired during their course of study. These skills are highly sought after by employers and can give students a competitive edge in the job market. It is crucial that Western Oregon University students have the same opportunity as students from other institutions to more clearly present their skills to potential employers in professional areas as diverse as health, education, business, science, law enforcement, foreign service, non-governmental organizations, and social work, to name just a few. In addition to showcasing student ability in a specific language, a language certificate acknowledges numerous skills that are highly valued by employers, such as cultural competence, critical thinking and the ability to communicate in ambiguous situations.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of the proposed Undergraduate Certificate in Spanish-English Interpretation and Translation as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: Humanities Division

Department/Program Name: Modern Languages

Degree and Program Title: Spanish-English Interpretation and Translation certificate

1. Program Description

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

24.0103

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

The Spanish-English Interpretation and Translation certificate will be a program in which already bilingual students take 3 classes and 12 credits hours. The certificate guarantees to our students professional knowledge and practice of Spanish-English interpreting and translation skills for health, legal, business and social advancement institutions. It will also help prepare students for their actual licensing in this profession. and develop reading, writing, speaking and listening abilities in the target language at an advanced level.

A Certificate in Spanish-English Interpreting and Translation offers students who already possess advanced bilingual knowledge the opportunity to professionalize this knowledge and transform it into a career by itself. This advanced certificate provides students with concrete employability opportunities, as there is significant need for qualified Spanish-English interpreters and translators in health, legal, business and social advancement institutions in the US.

To make sure that the students reach an adequate level of fluency, the certificate will only be granted to students who reach a B- average or higher over the three classes.

Certificate programs have been developing rapidly in higher education across the country, including language certificates (for examples, refer to the language certificate descriptions in the supporting documents). Certificates benefit students by emphasizing specific skills they have acquired during their course of study. These skills are highly sought after by employers and can give students a competitive edge in the job market. Students are able to highlight the certificates they have earned on their resumes. Employers can see the extra skills applicants are potentially bringing to their company without checking university

transcripts. It is crucial that Western Oregon University students have the same opportunity as students from other institutions to more clearly present their skills to potential employers. In fact, there are many professional areas where a foreign language certificate would be of great value, such as health, education, business, science, law enforcement, foreign service, non-governmental organizations, and social work, to name just a few.

In addition to showcasing student ability in a specific language, a language certificate acknowledges numerous skills that are highly valued by employers, such as cultural competence, critical thinking and the ability to communicate in ambiguous situations.

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

Required Coursework:

Prerequisite: SPAN 319 or equivalent.

Courses:

SPAN 385D Introduction to Interpreting and Translation

SPAN 401D Advanced Spanish Proficiency

SPAN 486D Spanish Interpreting and Translation Practicum

Total credits: 12

- a. 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).

The classes needed to complete this certificate are already taught on the Monmouth campus and will not require the hiring of new faculty or new facilities.

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

Current WOU Spanish Program Faculty.

- c. Adequacy of faculty resources – full-time, part-time, **adjunct**.
- d. Other staff.

All of the pertinent Western Oregon administrative personnel.

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

Same quality as all other programs taught in WOU's Humanities Division.

- f. Anticipated start date.

Fall, 2020

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.

This certificate tie in extremely well with Western Oregon University’s mission to provide students with “lasting opportunities for student success through transformative education.”

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

By encouraging students to professionally study and practice with a world language, we help students, in accordance with the university’s values, to create “connections extending beyond the classroom, across campus and into our local and global communities.” We also foster “an appreciation for the complexity of the world”. As the Office of Academic Affairs website states: “Our graduates are equipped to be successful professionals and compassionate global citizens.” There is no better way to become a compassionate global citizen than to learn a foreign language.

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

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

The certificate supports a vision to “become Oregon’s campus of choice for students ... who seek a student-centered learning community” by “challenging students to grow profoundly” through immersing themselves into a different language and culture.

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

According to a recent Joint National Committee for Languages and the National Council for Languages and International Studies (JCNL-NICLS), 71% of business leaders plan to grow in markets where English is not the primary language. Bilinguals get paid between 5%-20% per hour higher than the base rate. For instance, the government of California pays a salary differential to employees who use their bilingual skills an average of 10% or more of their total work time. Bilingual job postings across all sectors have tripled between 2010 and 2019.

- iii. address civic and cultural demands of citizenship.

The certificate provides formative and practical language and cultural expertise help students cultivate flexibility, adaptability, and interpersonal skills. Bilingual citizens are by definition more tolerant and understanding of cultural diversity and the need to promote a multicultural, global, society where the strength of the local is only possible through its perceived value by the global.

3. Accreditation

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

Western Oregon University.

- 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.

WOU Spanish Program is currently in good standing to meet all professional accreditation standards for this certificate.

- 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 certificate will be transcriptable.

4. Need

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

10 students for Fall 2020

12 for 2022

14 for 2023

17 for 2024

20 for 2025

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

65

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

Traditional full-time students, to strengthen their degree.

- d. Evidence of market demand.

As previously noted, according to a recent Joint National Committee for Languages and the National Council for Languages and International Studies (JCNL-NICLS), 71% of business leaders plan to grow in markets where English is not the primary language. Bilinguals get paid between 5%-20% per hour higher than the base rate. For instance, the government of California pays a salary differential to employees who use their bilingual skills an average of 10% or more of their total work time. Bilingual job postings across all sectors have tripled between 2010 and 2019.

- 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?

Targeted Professions:

Health, education, business, law enforcement, foreign service, non-governmental organizations, and social work.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Demonstrate respect and empathy in unfamiliar situations with diverse customs and ways of life (Diversity).

Interact respectfully and appropriately with individuals and companies from different cultural backgrounds (Inquiry and Analysis).

Engage in real-life interactions with speakers of the target language in the target language (Diversity).

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

Assessing the effectiveness of all Modern Languages certificates will be part of the Department general assessment. A quantitative assessment of the number of students who pursue certificates over the course of two academic years will be performed. We will determine if the Certificate Program has led to increased enrollment in language courses. This data will be included in the Modern Languages Annual Report. A longer-term assessment will be designed and conducted to determine if certificate holders benefited in the job market from having the certificates.

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

N/A

6. Program Integration and Collaboration

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

As noticed by Gina Greco, the MLA consultant who met with the Modern Languages Department at WOU in April 2019 recommended the implementation of certificates to revitalize Modern Languages at WOU in a way similar to what has been done at PSU, yet considering the needs of WOU bilingual students. Her report is attached.

- 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.

Modern Languages Faculty at WOU is already in close dialogue to develop a joint program in which students can obtain a certificate that develops the basis of a global cultural competence among our students.

- 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.

A successful certificate should attract students to our more advanced programs, as they are conceived as providing foundational bilingual language and cultural competences.

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.

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1 Academic Year: 2020-2021

Estimated Costs and Sources of Funds for Proposed Program: UG Certificate in Spanish-English Interpretation and Translation

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

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

Budget Outline Form: Year 2 Academic Year 2021-2022

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
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Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 3 Academic Year 2022-2023
Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 4 Academic Year: 2023-2024

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

WOU Board of Trustees, Proposal for a new certificate program: Undergraduate Certificate in Aging and Older Adulthood

The Gerontology program at WOU provides students with a multidisciplinary foundation of core knowledge and skills in aging and older adulthood drawn from the fields of gerontology, psychology, social work, health, political science, communications, and business. When they enter the workforce, graduates who have a deeper understanding of the issues for adults in mid-to-late life will provide better services to these diverse populations.

To bolster WOU students' expertise on aging and increase their marketability, we have developed a 16-credit certificate consisting of three core classes that include an introduction to aging and address the biological, psychological, and social aspects of aging. In addition, students will select one elective course that can either be the first level (60-hour) practicum course or another course within the major that pertains to their major or career aspirations. The proposed undergraduate certificate provides students with a framework that helps them understand their own personal aging pathways, as well as those of family and community members. This certificate will attract non-traditional students, and will be offered in a hybrid format that provides opportunities for personal engagement and experiential learning with faculty and their peers in small class settings. The coursework that comprises this certificate will provide an excellent base for student knowledge and skill development, no matter what the student's major, as they seek careers and graduate programs that may interface with aging and older adulthood.

The proposed certificate received Faculty Senate Approval on February 11, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of the proposed Undergraduate Certificate in Aging and Older Adulthood as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: Liberal Arts and Sciences

Department/Program Name: Gerontology: Aging and Older Adulthood

Degree and Program Title: Undergraduate Certificate-- *Aging and Older Adulthood*

1. Program Description

- a. **(CIP) number:** 30.1101 Gerontology
- b. **Brief overview:** Our Gerontology program provides students with a multidisciplinary foundation of core knowledge and skills in aging and older adulthood drawn from the fields of gerontology, psychology, social work, health, political science, communications, and business. Graduates who have a deeper understanding of the issues for adults in mid-to-late life will provide better services to these diverse populations when they enter the workforce. When looking at our curriculum and how we can help bolster WOU students' expertise on aging and increase their marketability, we have developed a 16-credit certificate consisting of three core classes that include an introduction to aging and address the biological, psychological, and social aspects of aging. In addition, we would ask students to select one elective course that can either be our first level (60-hour) practicum course or another course within the major that pertains to their major or career aspirations. We feel that this collection of courses will provide an excellent base for student knowledge and skill development as they seek careers and graduate programs that may interface with aging and older adulthood.
- c. **Course of study:**

Core Courses

GERO 320: Introduction to Aging Credits: 4

GERO 360: Cognitive and Physical Changes in Aging Credits: 4

GERO 455: Social Ties and Aging Credits: 4

Choose One

GERO 340 Intersectionality: Inequalities & Vulnerabilities in Older Adulthood Credits: 4

GERO 410 Practicum I Credits: 4

GERO 415 Aging in Our Physical and Social Environments Credits: 4

GERO 420 Global Aging Credits: 4

GERO 425 Reminiscence, Life Review, and Aging Credits: 4

GERO 430 Palliative Care and Chronic Illness Credits: 4

GERO 460 Housing and Long-Term Care for Older Adults Credits: 4

GERO 480 Alzheimer's Disease and Other Dementias Management Credits: 4

GERO 484 Death, Dying and Grief Credits: 4

Total Credits: 16

- d. **Manner in which the program will be delivered:** All Gerontology courses are offered in hybrid formats and, in some instances, online.
- e. **Adequacy and quality of faculty:** Two tenure-track faculty deliver the current Gerontology curriculum with a few courses taught by dual-appointed faculty members. These courses are already part of our curriculum and will not put extra burden on the schedule. Both faculty members have strong credentials in gerontology—one primarily focused on developmental, social, and professional practice aspects of aging and the other on environmental, global, and dementia aspects of aging.
- f. **Adequacy resources**—We do not require additional resources, staff, or facilities for this certificate at this time since it is part of our current curriculum delivery.
- g. **Anticipated start date.** Fall 2020.

2. Relationship to Mission and Goals

The undergraduate certificate in Gerontology provides students with a framework that helps them understand their own personal aging pathways, as well as those of family and community members. This certificate will attract non-traditional students, and will be offered in a hybrid format that provides opportunities for personal engagement and experiential learning with faculty and their peers in small class settings. These features are in line with WOU's mission to provide transformative educational experiences for students and to do so in a program that provides strong mentorship and concern for the success of all students. It also enhances WOU's recent recognition as an Age-Friendly University.¹

This certificate will help current students understand how aging pathways and older adults' developmental and health concerns help them to better serve communities particularly within cognitive, physical and social health contexts. Additionally, Oregon and the entire region have a need for health and community practitioners who can understand and better serve older adults, thus strengthening communities overall. Finally, this certificate will attract a diverse group of students, and may bring in older than average students who want to learn more about aging or retool and focus in career areas that serve older adults. Some of these community members will have graduated high school and currently work as caregivers and other types of health care workers with older adults, and this certificate will help them to hone their understanding of aging as well as possibly help them engage in higher education, potentially working toward an undergraduate degree once the certificate is completed. Finally, the need among our community partners who serve older

¹ See: <https://www.geron.org/programs-services/education-center/age-friendly-university-afu-global-network>

adults to hire quality employees is quite high and there is an opportunity in the future to offer this certificate specifically to employees in long-term care communities.

3. Accreditation

Gerontology does not have a national accreditation board at this time, although there are some efforts to establish one nationwide in the future. The courses offered in this certificate are aligned with the Academy of Gerontology in Higher Education (AGHE) National Competencies for Undergraduate Education in Gerontology

4. Need

A Gerontology Certificate will help students develop an expertise in understanding older adults and aging, providing the basis for understanding the populations that they will largely serve in their chosen career fields. They will increase their expertise in delivering quality information, care, and products to older adults and their family members.

Helping Western Oregon University students to become better prepared for the workforce is essential. Jobs focusing on aging and older adult populations are in high demand whether they involve direct service, business and marketing, health and wellness, long-term care communities, and/or advocacy with older adults. We also have data from our comprehensive placement survey (administered to all Gerontology majors between 2012-2018) that graduates with backgrounds in gerontology are being accepted in graduate programs at high rates in such areas as occupational therapy, social work, nursing, and health.

Since we have the only undergraduate gerontology bachelor of science and applied baccalaureate programs in the state of Oregon (and Northwest), we feel we have the expertise to offer this certificate and teach it in a way that enhances the major and career pathways for WOU students in majors outside of Gerontology. We expect 5-10 certificates will be granted annually after the first year it is in place and once the certificate program has been marketed to on-campus students, particularly those who plan to go into geriatric fields (nursing, occupational therapy, community health, social work/marriage and family therapy) and off-campus individuals who wish to develop an expertise in gerontology for personal and professional reasons. Most students enrolled in gerontology programs are typically non-traditional and work part or full-time as evidenced in our current major and minor options. This certificate would be attractive in that the hybrid delivery and credit expectations are more accessible to current students with dense major requirements and off-campus individuals who need flexibility.

Oregon workforce forecasts indicate that health care/social assistance careers are robust, with a projected 49,500 jobs to be added in Oregon, the highest of all job sectors by 2027 (Krumenauer, 2018). Given the three career paths typical for gerontologists in Oregon—social assistance in area agencies on aging, long term-care administration and program management, and advocacy for older adults, as well as the need for any health care professional to understand aging issues due to the high demand of older adult consumers of health care, this certificate is aligned with the regional state and workforce needs. Additionally, data from larger population studies suggest that the older population is increasing not just in Oregon but around the globe with fewer younger generations available to provide care and support (National Institutes of Health, 2016; United Nations, 2019; U.S. Census, 2018).

5. Outcomes and Quality Assessment

The learning outcomes for this certificate include:

1. Explain the cognitive, physical, and social changes associated with older adulthood (aligned with university learning objective: integrative learning)
2. Identify how an understanding of aging complements career paths.

Student learning outcomes will be assessed through a required analysis of a case study addressing cognitive, physical and social changes in aging in addition to a written self-assessment of how the certificate learning integrates with students' major content and career trajectories. A rubric will be developed for this assessment.

The primary program faculty have Ph.Ds., strong and current research streams in their areas of gerontological expertise, and have established excellent community partnerships with professionals and agencies that serve older adults in the region.

6. Program Integration and Collaboration

WOU offers the only undergraduate degree in Gerontology in Oregon and program faculty are dedicated to undergraduate education particularly with first-generation and older-than-average students. This certificate is an extension of a strong and unique undergraduate program. Oregon State University offers a cross-disciplinary, undergraduate certificate in gerontology in its College of Public Health and Human Sciences. In addition, one private university, Pacific University, offers an undergraduate certificate in gerontology. Currently, the WOU Gerontology program works closely with faculty focused on aging at both Oregon State University and Portland State University. This certificate would give Oregonians in the region the opportunity to engage in hybrid classes, often a preferred form of course delivery and with its primary core of courses in Gerontology, the program would offer an alternative to the other certificate programs in the state. The Gerontology Certificate has been created to complement specific programs on the WOU campus—Psychology, Community Health, Human Biology (focused on medicine), pre-nursing/nursing, and business, as well as complementing a future health science focus within the university. It is also designed to allow for students to complete their majors in addition to the certificate within a 90-credit pathway for almost all majors on campus.

Budget Outline Form: Year 1 Academic Year: 2020-2021

Estimated Costs and Sources of Funds for Proposed Program: Undergraduate Certificate in Aging and Older Adulthood

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

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Construction						
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Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 2 Academic Year 2021-2022

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 3 Academic Year 2022-2023
Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
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Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

Budget Outline Form: Year 4 Academic Year: 2023-2024

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	0					

2020 HB 3375 Report

Dr. Mark Girod
Dean, College of Education
Presented for the WOU Board of Trustees
April 2020



HB 3375 (2015) Section 6 amends ORS 342.447 to read...

- The Higher Education Coordinating Commission shall require each public teacher education program in this state to prepare a plan with specific goals, strategies, deadlines for the recruitment, admission, retention and graduation of diverse educators to accomplish the goal described in ORS 342.437.

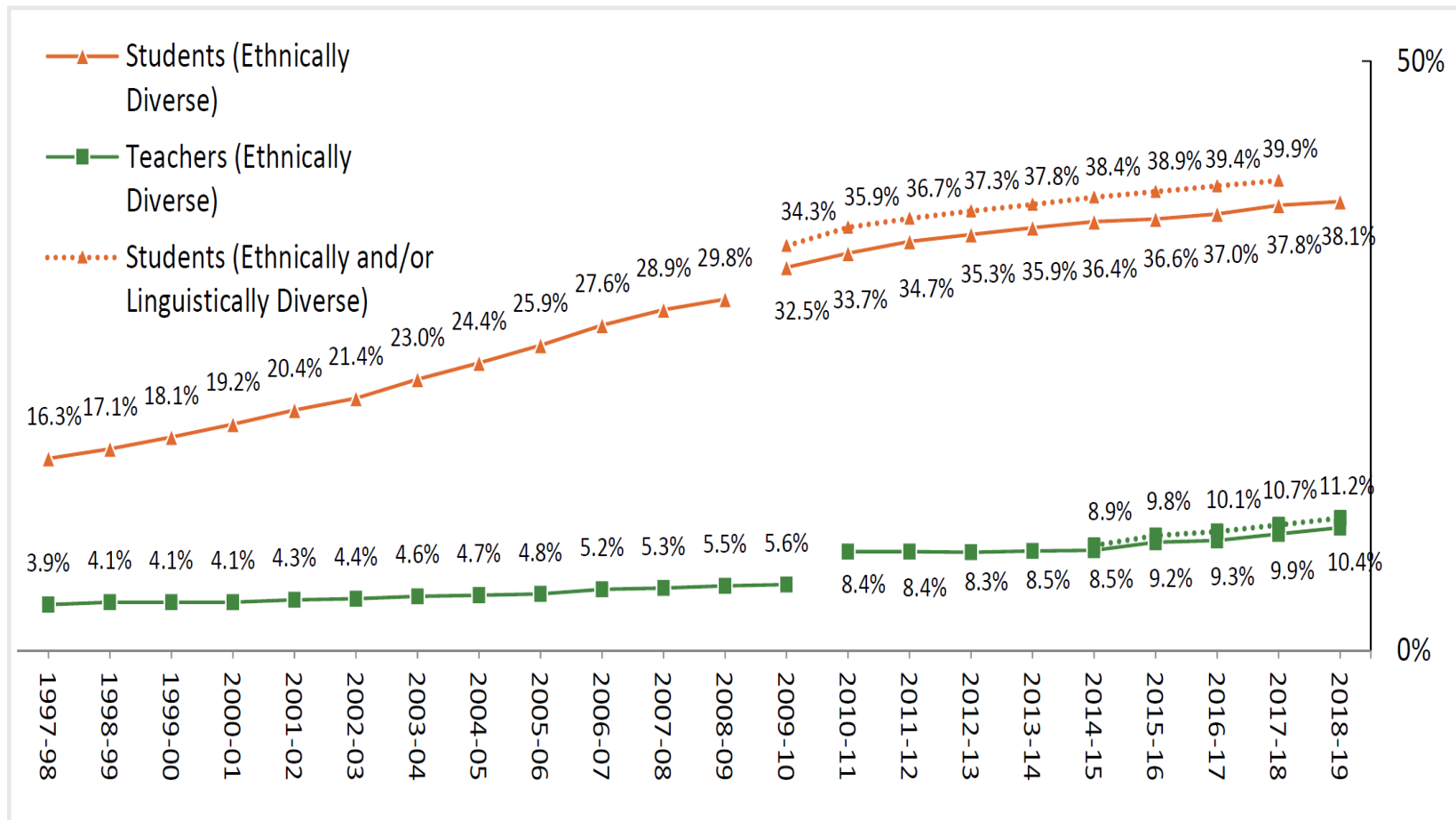
“The goal of the state is that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district” (ORS 342.437 as amended by HB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

- In support of the state goal for school districts and education service districts, teacher preparation programs at public universities will plan to increase the diversity of the teacher candidate pool through recruitment, retention, and graduation efforts. The goal for the educator equity plans is that the teacher candidate pool will be as diverse as the high school graduating class from which they are recruited.



From the 2019 Oregon Educator Equity Report...

Figure 13: Oregon Student and Teacher Demographics Gap



Educator program embedded in rich context at Western

- Overall, 28.5% non-white students at Western (non-resident alien)
- Non-white freshmen-to-sophomore retention 75.5%
- 1101 total education majors (UG)
- Non-white education majors 25.3% (no non-resident alien)
- Non-white education majors freshmen-to-sophomore retention 84.0%
- Education transfer students up 49% in five years
- University Diversity and Inclusion Advisory Council
- Emerging Hispanic Serving Institution
- Long-standing reverse achievement gap
- Culture of valuing each student and each experience



Analysis of application, admission, and completion rates

- Data varies greatly from year-to-year
- UG non-white student admitted rate 5-year average 82% (low 64% to high 100%)
- UG non-white completion rate 5-year average 71% (low 57% to high 82%)
- GR non-white student admitted rate 5-year average 82% (low 69% to high 100%)
- GR non-white student completion rate 5-year average 71% (low 25% to high 100%)
- Tremendous increase in the number of students reporting as “unknown/undeclared” makes inferences almost impossible



Tracking linguistic diversity in educator programs...

- We don't have the perfect metric at this time
- ESOL endorsements – require pedagogy but no language
- World languages endorsements – too specific
- Deaf and Hard of Hearing endorsements – too specific
- Bilingual Teacher Scholars enrolled is our best metric at this time as students are recommended by their sponsoring school district and submit materials in a 2nd language
- Bilingual Teacher Scholar retention is a critical measure in this area (2019-2020 92% and 2018-2019 90%)



Strategies to be undertaken to continue to move toward goals...

- Continue to nurture rich institutional contexts in which educator programs can succeed
 - Invest in BTS program, attend to retention, achieve HSI
- Educator programs partnership stance
 - Best higher education partner in the state, continue flexibility and responsiveness
- Justice, Equity, Diversity, and Inclusion work in the College of Education
 - Leading faculty professional development, affording students voice, elevating community
- Continuation and extension of the Bilingual Teacher Scholars program
 - With investments from Student Success Act and the Educator Advancement Council, this program could grow considerably if we invest in it



Threats and/or opportunities going forward...

- Limited College-level fiscal resources
 - COE spends dollars internally to support the Bilingual Teacher Scholars program...
- Limitations on WOU remission dollars
 - Decreases planned for 2020
- Inherent racism and language privilege
 - Bilingual Teacher Scholars students report unsupportive experiences
- Profit sharing and rapid innovation
 - As Student Success Act and Educator Advancement Council investments unfold in Oregon, Western needs the ability to act quickly to meet opportunities for growth



Diversifying the Educator Workforce

*Biennial Report in
accordance with
HB 3375*

Western Oregon University
College of Education
April 2020



Western Oregon
UNIVERSITY

Introduction and Background

HB 3375 (2015) Section 6 amends ORS 342.447 to read:

1. The Higher Education Coordinating Commission shall require each public teacher education program in this state to prepare a plan with specific goals, strategies, deadlines for the recruitment, admission, retention and graduation of diverse educators to accomplish the goal described in ORS 342.437.

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

In support of the state goal for school districts and education service districts, teacher preparation programs at public universities will plan to increase the diversity of the teacher candidate pool through recruitment, retention, and graduation efforts. The goal for the educator equity plans is that the teacher candidate pool will be as diverse as the high school graduating class from which they are recruited.

In accordance with these goals, Western Oregon University submits the following biennial report on progress to date.

University-wide Context

The educator programs at Western Oregon University reside in the College of Education and include many different pathways to preliminary teacher licensure. For this report, data will be sorted by undergraduate pathways (UG) and graduate pathways (GR) as the mechanisms, supports, opportunities, and constraints vary in important ways between these.

Western Oregon University has a longstanding commitment to justice, equity, diversity, and inclusion and the University Diversity Advisory Council (UDIAC) is the major driver for progress, planning, and delivery of innovation in this area. The UDIAC bears the responsibility of updating and organizing progress toward the University Diversity Strategic Plan. Recently, Western was identified as an Emerging Hispanic Serving Institution (HSI) – the only four-year public university in Oregon – by the Hispanic Association of College and Universities (HACU). This means that Western is well on the way toward serving a Latinx student enrollment of at least 25%. The UDIAC is coordinating efforts to meet the challenges and opportunities associated with a commitment to becoming an HSI and campus-wide efforts are unfolding to achieve this goal.

Additionally, Western Oregon University has a longstanding “reverse achievement gap” meaning that the graduation rates for our non-white students exceeds that of our white students. For example, the most recent available data for 6-year graduation rates (industry standard) for white students was 41.2% and for Latinx students was 46.8% (Office of Institutional Research). This is a decade-long trend on our campus and speaks to our history of success in serving a diverse student population.

Western Oregon University has a strong portfolio of academic success programs including Multicultural Student Services and Programs (MSSP), the Student Enrichment Program (SEP), and Upward Bound. Each of these programs provide one-on-one support for students, mentoring, and systematic advising for their academic majors. Other institutional supports include the Writing Center, Math Center, English

Tutoring Center, Computer Science Tutoring, Psychology Peer Tutoring, as well as free drop-in tutoring for students in all academic programs. In addition, the Academic Advising and Learning Center provides systematic and structured advising and requires that each student meets with an academic advisor each term prior to registration. During the 2018-2019 year, several other strategies were implemented that have led to a 5% increase in freshmen to sophomore retention. These steps included:

- Nudges – WOU has had tremendous success with registration nudges organized by Student Success and Advising. If current students are not registered after registration week ends then nudges begin. They are spaced out and come from different people and include information about registration holds. For example, during the Fall 2019 registration for Winter 2020 courses, 19% of students were not registered after registration week, but after all of the nudges were employed remaining unregistered students dropped to less than 8%.
- Removed advising holds after finals week, when it can be difficult to meet with an advisor. This was done with a high level of support from Student Success and Advising so students were still able to receive high quality advising.
- Students with registration holds were emailed information about how to remove holds impeding registration.
- Removed holds for students with larger past due amounts, incurring some financial risk in doing so, but expediting student enrollment.
- The Business Office has been more involved in advising students with financial matters beyond their WOU bill.
- First Year Seminars associated with our new General Education Program have been designed to help students be more successful and become more integrated into the campus community.

Western Oregon University has many qualities and practices that contribute to success for a diverse student population. It is into this rich and supportive environment that educator programs are rooted leading to success toward the goals of HB 3375.

Table 1 below shows additional key indicators relative to enrollment and retention for all students and for undergraduate education students.

Table 1. Key Indicators for HB 3375 on Increasing Culturally and Linguistically Diverse Teachers

<u>Indicators</u>	<u>2019- 2020</u>	<u>2018- 2019</u>	<u>2017- 2018</u>	<u>2016- 2017</u>	<u>2015- 2016</u>	<u>2014- 2015</u>
White students at WOU (%)	61.0	61.5	62.8	65.4	67.3	69.4
Non-white students at WOU* (%)	28.5	26.6	26.6	25.1	22.0	19.0
White student freshmen to sophomore retention (%)	**	70.9	68.0	71.0	75.5	71.0
Non-white freshmen to sophomore retention (%)	**	75.5	65.8	73.4	71.4	66.8
Total Education Majors (n)	1101	1167	1142	1156	1060	953
White Education majors (n)	736	805	824	854	789	747
Non-white Education majors* (n)	279	262	239	224	180	140
White Education majors (%)	66.8	69.0	72.2	73.9	74.4	78.4
Non-white Education majors* (%)	25.3	22.5	20.9	19.4	17.0	14.7
White Education majors freshmen to sophomore retention (%)	**	75.5	77.7	76.7	80.6	78.3
Non-white Ed majors freshmen to sophomore retention (%)	**	84.0	68.4	87.8	78.4	75.0
White Education transfer students (n)	230	256	232	216	193	178

Non-white Education transfer students (n)	88	85	79	71	48	33
Total Education Major transfer students (n)	343	368	332	313	261	230

Based on the entire WOU student body for Fall Term and on IPEDS Freshman Cohort from Fall Term

* In addition to White and Non-White, there are those that Do Not Report and those with Multiple Ethnicities that do not fit into either category.

** Number not yet available for this year.

Data provided by WOU Institutional Research, on February 18th, 2020.

Table 1 indicates that WOU has a significant population of non-white students in general representing 28.5% of total students in 2019-2020. It should be noted that non-white students, in this analysis, include non-resident alien students (foreign nationals) as well as many students who identify as multiple ethnicities as per the asterisked information at the bottom of the chart. Institutionally, the percentage of non-white students at Western has grown 10% over the last five years from 19.0% in 2014-2015 to 28.5% in 2019-2020. During this same period of time, the percentage of non-white Education majors has also grown 10% from 14.7% in 2014-2015 to 25.3% in 2019-2020.

Despite a rapidly increasing percentage of non-white students majoring in Education we have seen a rapid decrease in the raw number of white education majors. At this time, we do not have an understanding of what may be causing that effect. Due to concerted efforts to partner with major feeder community colleges, a dramatic rise in the number of education transfer students has been realized. However, transfer students do not appear to be more diverse than on-campus students as 88 of the 343 total education transfer students are non-white equal to 25.7%. A pattern of retention rates between white and non-white education majors is not discernable except that retention rates for education majors (for both white and non-white students) exceeds retention for the general population in like years. Holistically, retention does not appear to represent a significant barrier to educator diversification at Western Oregon University.

Applied, Admitted/Enrolled, and Completion Rates

Following explorations conducted in previous WOU biennial reports on progress toward the goals of HB 3375, explorations of rates for students applying, admitted/enrolled, and completion for both undergraduate (UG) and graduate (GR) preliminary licensure pathways are explored in Table 2.

Table 2. Showing key indicators for applied, admitted/enrolled, and completed over time.*

<u>Indicators</u>	<u>2019- 2020</u>	<u>2018- 2019</u>	<u>2017- 2018</u>	<u>2016- 2017</u>	<u>2015- 2016</u>	<u>2014- 2015</u>
White students applied, initial UG programs (n)	88	63	83	72	76	67
Non-white students applied, initial UG programs (n)	37	21	14	20	14	8
Unknown/Undeclared students applied, initial UG programs (n)	75	36	5	2	1	3
White students admitted, initial UG programs (%)	62.5	98.4	98.8	91.6	92.1	94.0
Non-white students admitted, initial UG programs (%)	75.7	85.7	100	85.0	64.3	87.5
Unknown/Undeclared students admitted, initial UG programs (%)	60.0	100	100	100	100	100
White student completers, initial UG programs (%)	--	87.1	81.7	100	81.4	73.0
Non-white student completers, initial UG programs (%)	--	72.2	78.6	82.4	66.7	57.1
Unknown/Undeclared student completers, initial UG programs (%)	--	100	100	100	100	66.7

White students applied, initial GR programs (n)	47	77	81	96	120	70
Non-white students applied, initial GR programs (n)	9	8	13	13	11	8
Unknown/Undeclared students applied, initial GR programs (n)	5	16	39	32	4	3
White students admitted/enrolled, initial GR programs (%)	87.2	83.1	72.8	89.6	89.2	75.7
Non-white students admitted/enrolled, initial GR programs (%)	77.8	100	84.6	69.2	81.8	100
Unknown/Undeclared e students admitted, initial GR programs (%)	40.0	50.0	69.2	71.8	100	66.7
White student completers, initial GR programs (%)	--	84.4	100	98.8	89.2	75.7
Non-white student completers, initial GR programs (%)	--	100	63.6	100	66.7	25.0
Unknown/Undeclared student completers, initial GR programs (%)	--	100	66.7	26.0	100	50.0

*Data provided by the College of Education, Office of Clinical Practices and Licensure on March 3rd, 2020.

Table 2 shows numbers of students who applied, were admitted and enrolled, and then who completed initial educator preparation programs at both the undergraduate (UG) and graduate (GR) levels. The intent of this information is to determine if (a) we have a problem at admission or if we have (b) a problem with completion in either UG or GR pathways. The first nine rows (above the divider line) are focused on UG pathways and, frankly, it is difficult to infer reliably given the large increases in students reporting as Unknown/Undeclared for their ethnicity. Below the divider line, the last nine rows explore the same issues of admission/enrollment and completion for GR pathways and, again, large numbers of Unknown/Undeclared students make the data difficult to interpret. Graphical representations of each data set were examined and patterns remained difficult to discern. At this point, it is not clear whether or not non-white students are less able to earn admission or complete educator programs at Western. The experiences of faculty and program coordinators suggest that we have rapidly increasing numbers of diverse candidates and that diverse candidates are not differentially being eliminated during application or matriculation.

Years ago, required educator tests represented a more significant hurdle for diverse educators but these too have seemed to dissipate in their salience as barriers. Though we don't have data readily available to determine it, experience suggests that math-readiness continues to play a strong factor in determining the rate and success of matriculation for education majors. Education majors are not differentially affected as math-readiness represents a challenge for all college students.

Linguistic Diversity

Table 3 below provides information relative to linguistically diverse educators. As the discussion below the table indicates, we do not currently have reliable ways of tracking linguistic diversity at Western Oregon University or within the education preparation pathways.

Table 3. Linguistically diverse educators at Western over time

Indicators	2019-	2018-	2017-	2016-	2015-
	2020	2019	2018	2017	2016
ESOL endorsements awarded (n)	45	37	51	62	89
World Languages endorsements awarded (n)	3	4	6	7	3

Deaf and Hard of Hearing endorsements awarded (n)	10	6	1	2	0
Bilingual Teacher Scholars enrolled (n)	96	90	75	64	40
Year-to-year Bilingual Teacher Scholars retention (%)	92	90	83	89	83

Data provided by the Clinical Practices and Licensure Office in the College of Education on March 3rd, 2020.

Table 3 attempts to capture information about the degree to which Western is producing increasing numbers of linguistically diverse educators. A trustworthy indicator of the degree to which an educator is linguistically diverse is not easily retrieved from current systems and the measures in table 3 are not exactly on target in various ways. For example, ESOL endorsements do not require linguistic competence but do require that educators have specialized skills and knowledge for how to work with language learners. The educator programs had significant grant support in 2015-2016 that led to record numbers of students completing an ESOL endorsement in that year and the year that followed. Finding synergy between grants and our academic programs must continue to be a priority if we hope to continue to prepare educators in this area. World languages endorsements do all require demonstration of competence in another language and also require pedagogical expertise. All Deaf and Hard of Hearing endorsement completers are bilingual in American Sign Language and English.

The best measure of linguistic diversity is the number of students enrolled in our Bilingual Teacher Scholars program as all of these students applied for acceptance into this program by submitting materials in a 2nd language. Very strong retention within the Bilingual Teacher Scholars program has also been realized. Finally, a steering group has recently been convened to help monitor progress toward the goals of HB 3375 and this group developed a question that will be added to all initial licensure program applications asking candidates whether or not they are linguistically diverse. A definition of linguistic diversity will also be provided and we believe this data will become the most targeted data available to us going forward.

Goals Moving Forward

Table 4 below provides a summary of current data relative to key indicators for the ongoing diversification of the educator programs at Western Oregon University and adds measurable goals for both actual numbers and percentages two, four, six, and eight years into the future.

Table 4. Goals for recruitment, retention, admission/enrollment, and completion going forward

<u>Indicators</u>	<u>2019- 2020</u>	<u>2021- 2022</u>	<u>2023- 2024</u>	<u>2025- 2026</u>	<u>2027- 2028</u>
Non-white Education majors UG (n)	279	309	343	376	410
Non-white Education majors UG (%)	25.3	28	31	34	37
Non-white Education transfer students UG (n)	88	94	102	110	120
Non-white Education majors freshmen to sophomore retention (%)*	84	86	88	90	90
Non-white UG completers (n)	26**	32	44	56	68
Non-white UG completers (%)	72.2	76	80	84	88
Non-white GR completers (n)	7	10	12	15	18
Non-white GR completers (%)	100	100	100	100	100

Bilingual Teacher Scholars completers (n)	19	30	40	50	60
Bilingual Teacher Scholars retention (%)	92	92	94	94	94

*Retention data lags in collection and so retention percentages shows are actually for the preceding year.

**Anticipated.

Table 4 indicates that we expect to see ongoing, significant growth in the diversification of our UG educator pathways. Since Teacher Standards and Practices Commission (TSPC) eliminated the compulsory master’s degree requirement for Oregon educators, we have seen a rapid decline in enrollment in graduate educator programs and a dramatic increase in our four-year routes including transfer pathways and flexible, degree completion and licensure options for working adults. For these reasons, we expect to see smaller increases in GR pathways diversification. We do, however, anticipate seeing ongoing, large increases in our Bilingual Teacher Scholars program as the major tool for recruiting, retaining, admitting, and graduating culturally and linguistically diverse educators.

Strategies to be Undertaken to Continue to Move Toward Goals

Educator Programs Partnership Stance. For the last six years, and continuing into the future, the College of Education has made concerted effort to become the best higher education partner possible to school districts, Education Service Districts, regions, and state agencies relative to educator workforce development. Our faculty were the strongest four-year voices in conversations around Major Transfer Maps and our transfer pathway in elementary education is the only public university transfer map that does not require an extensive addendum to explain a myriad of caveats and exceptions. Additionally, educator faculty have worked hard to open program pathways to working adults and to those living outside the Willamette valley. As investments dollars flow from the Student Success Act and the Educator Advancement Council, educator programs at Western are well-positioned to provide programs, partnerships, and pathways that will continue to rapidly increase the numbers of culturally and linguistically diverse educators in Oregon.

Justice, Equity, Diversity, and Inclusion (JEDI) Workgroup Efforts in Educator Programs. The College of Education is guided by the principles of justice, equity, diversity, and inclusion. We seek to co-construct a learning environment that affirms intersectionality, deconstructs barriers, and fosters a safe environment for collective learning and healing. Key responsibilities of the JEDI workgroup include:

1. Advising administrative efforts toward the recruitment and retention of culturally and linguistically diverse students.
2. Increasing equitable, just, and inclusive practices across programs and advocacy to support integration of JEDI principles.
3. Taking an active role in reforming curriculum to prepare culturally responsive and equity-literate teachers for diverse preK-12 classrooms.
4. Identifying measurable objectives and outcomes aligned with JEDI principles and conducting research projects that document the attainment of these outcomes across educator programs.

The JEDI workgroup carries out these responsibilities by engaging in the following activities.

1. JEDI literacy Workshops. These monthly workshops for faculty and staff include activities, case studies, equity analyses, and book discussions. Participants gain tools and strategies for talking about race and social justice, and for responding to inequitable practices in our roles and in our classrooms.
2. Student Un-Conference on Diversity. This annual event is a space for students to set the agenda to

- discuss topics about social justice, equity, diversity, and inclusion. It includes new learning opportunities and uses films on diversity in education to guide reflection and new learning.
3. Student JEDI Leaders (coming soon): Students will be invited to advise the JEDI faculty workgroup by sharing student perspectives, and will be given a space where they can informally meet for collective storytelling and support.

Continuation and Extension of the Bilingual Teacher Scholars Program. Initiated in 2015, the Bilingual Teacher Scholars program is a Grow Your Own program in collaboration with more than a dozen district partners and several key Oregon community colleges. Together, district and community college partners and Western faculty and staff identify, recruit, and admit to educator programs linguistically diverse high school and transfer students. Western assigns four-year, renewable remission scholarships to each BTS student and district partners each make available, through various strategies, \$3,000 per student per year with the goal of assisting in degree completion and licensure before candidates return to their home school districts as licensed educators.

The Bilingual Teacher Scholars program provides academic advising, mentoring, advocacy and personal/social support for all scholars and organizes professional development events and a yearly conference that promotes professional identity and affiliation. Increasing numbers of university courses are being delivered bilingually and new sections of educator courses are being developed that embrace the unique opportunities afforded by entire sections of bilingual students all focused on careers in education. Annual opportunities for district partners to connect with their future educators also occur.

Emphasis in the Student Success Act and by the Educator Advancement Council on diversification of the educator workforce centers the efforts of the Bilingual Teacher Scholars program and we field regular inquiries from new district partners wanting to join our work. The strong professional community and supports within the program have dramatically increased retention and expeditious matriculation through the educator preparation pathways.

Threats and/or Opportunities

A series of threats do exist that each have the potential to disrupt the momentum Western Oregon University has built toward realizing the goals of HB 3375. These threats and potential solutions are identified below.

Limited college-level fiscal resources. The College of Education currently spends \$83,436 per year through services and supplies and 50% re-assignment of tenure-track faculty member Dr. Maria Dantas-Whitney to coordinate the Bilingual Teacher Scholars program. As the College of Education faces serious fiscal pressure, it may become necessary to invest these dollars elsewhere which will have a negative effect on the continuation of this very successful program. This program is not only helping to meet the needs of HB 3375 but is also helping Western reach status as a Hispanic Serving Institution (HSI). The solution to this challenge would require the University to back-fill those dollars and capacities with central resources.

Limitations on remission dollars. Western has recently increased the remission budget and has awarded more scholarship dollars to more students. The remission scholarship that accompanies the Bilingual Teacher Scholars program represents an essential tool in recruiting, supporting, and sustaining culturally and linguistically diverse future teachers. Data suggests that, with increases in remission support dedicated to the Bilingual Teacher Scholars, this program could continue to expand. The needs in the state are significant and additional partner districts contact Western each week to join. Limitations on the remission budget, however, are real and this will limit growth opportunities.

Inherent racism and language privilege. The College of Education believes strongly that language is a social construction and that there are multiple correct ways to speak, think, and learn. However, faculty working with our culturally and linguistically diverse teacher candidates continue to report that students share feelings of being marginalized, penalized, and unsupported because their linguistic practices are often seen as deficient. This phenomenon reflects raciolinguistic ideologies, which stigmatize the linguistic practices of minoritized groups, and uphold the linguistic practices of dominant groups as normative. Until language diversity is embraced on our campus, our students will face needless hardships. Bold and honest conversations about this issue must occur on our campus to address this tension.

Profit sharing to fund rapid innovation. As negative pressures increase on budgets here at Western, fewer dollars exist to invest in innovations to support partnerships and opportunities. Oregon school districts and Education Service Districts are flush with investment dollars driven by the Student Success Act and the Educator Advancement Council but none of these dollars are able to be used for institutional capacity to support educator workforce development. If profit sharing and rapid innovation funding was available to the College of Education, many additional partnerships could be launched and significant new enrollment could be realized.

Summary

Western Oregon University has made significant progress relative to the goals of HB 3375 in a relatively short period of time. Progress on recruiting increasing numbers of culturally diverse candidates has occurred and these students appear to be retained at rates at least equivalent to white students. The Bilingual Teacher Scholars program represents the most potent tool in supporting diverse candidates and the institutional context, in which the Bilingual Teacher Scholars program is situated, is also successful in contributing to the goals of HB 3375.

Respectfully submitted on March 20th, 2020
Mark Girod, Ph.D.
Dean, College of Education
Western Oregon University

**Western Oregon Board of Trustees
Academic and Student Affairs Committee
April 2, 2020**

COVID-19 Updates

- Winter 2020 ended with all final exams being delivered online or remotely.
- Spring 2020 courses will be delivered remotely. So far, we have only had to cancel approximately 2% of the courses (e.g., hands-on labs, practicums, internships) have been cancelled (see Table 1 below).
- We have closed building to the public but faculty and staff still have access to their office and labs to engage in critical functions related to remote course delivery and basic lab maintenance.
- *Academic Innovation* has ramped up faculty support for transitioning to remote course delivery. Bev West is helping route faculty requests to internal or contracted instructional designers. We have an online form that faculty are using to get support using our learning management systems and other resources for remote course delivery.
- Academic Affairs has been sending daily updates to faculty to keep them informed as the situation has rapidly evolved.
- The university has a primary landing page: <https://wou.edu/coronavirus/>, which includes President Fuller’s community messages, links to Oregon Healthy Authority and the Centers for Disease Control, information about prevention, information about treatment, travel, and FAQs.
- Academic Affairs has an instructional resiliency page to direct faculty to resources for course delivery: <https://wou.edu/provost/instructional-resiliency/>
- We have developed a critical functions tracking system that includes areas and offices that are 100% telecommuting as opposed to partial telecommuting and partial on campus for critical functions.

Adjustment made	Number of courses	Percent of courses
Course was already online	139	10.21%
Change to online delivery	693	50.88%
Virtual class meetings	176	12.93%
Virtual class meetings + hybrid	175	12.85%
Internships/Other delivery with partners	119	8.74%
Cancel course	28	2.06%
Decision pending	32	2.35%
Total	1362	100.00%

Table 1. Course status as of March 20, 2020

AB Core Proposal

RECOMMENDATION FROM THE AB TASK FORCE

FEBRUARY 25, 2020

FACULTY SENATE

Why AB programs?

Serve working adults with career/technical education background (e.g., AAS degree) who seek to:

Oregon Joint Board of Education Steering Committee (2010)

Increase their responsibility level but remain focused on a technical career.

Move into supervision or management.

- Obtain the advantages associated with a liberal arts, four-year degree including general broader knowledge and more advanced thinking and problem-solving skills, possibly including a desire to continue to pursue a graduate degree.
- Be a role model for their children and in their communities.

We have also seen...

- Finish something they started.

Why AB programs at WOU?

They allow us to:

- Better serve working adults in the Salem market
- Counter the effects of flat high school graduation rates
- Diversify our student population along the dimension of age
- Advance our deep commitment to access and student success for diverse students
- Make progress in becoming Oregon's university of choice for all transfer students

They advance these objectives in our strategic plan:

- I.2.2: Provide intentional and effective paths to graduation within 180 credits.
- I.2.3: Provide intentional and effective transfer paths to graduation.
- III.2.6: Strengthen partnerships with community organizations and businesses and local, regional and state government agencies.
- IV.3.5: Strengthen and expand community college partnerships to promote educational attainment.
- V.1.2: Support and enhance recruitment efforts for first-generation and underrepresented students, as well as a broad base of all Oregonians.

WOU's AB programs:

AB in Computer Science

AB in Economics

AB in Gerontology

AB in Information Systems

AB in Liberal Studies

AB in Psychology

Programs in the pipeline:

Early Childhood Studies

Professional Studies in the Deaf Community

The AB Core:

General
Education for
AB students

Mostly the same as
BA/BS/BFA Core.

Responsive to the
needs and interests
of work adults.

	Credits		
	Minimum	Typical	Maximum
Foundations			
WR 121	4	4	4
WR 122 or WR 227 (Technical/Workplace Writing)	4	4	4
Mathematics	4	4	8
Communications	3	3	4
Critical Thinking	3	4	4
Health Promotion	4	4	4
LS 300 Seminar on Multidisciplinary Learning	2	2	2
Exploring Knowledge			
Literary and Aesthetic Perspectives	3	3	4
Literary and Aesthetic Perspectives	3	3	4
Scientific Perspectives	4	4	5
Scientific Perspectives	4	4	5
Social, Historic, and Civic Perspectives	3	3	4
Social, Historic, and Civic Perspectives	3	3	4
Integrating Knowledge			
Choose one option:			
I - Complete one Citizenship, Social Responsibility & Global Awareness course and one Science, Technology & Society course	6	8	8
II - Complete an internship or practicum in the major that aligns with the Multidisciplinary Learning outcome in General Education	4	4	4
III - LS 499 Capstone	4	4	4
Total	48	52	64

Differences from BA/BS/BFA Gen Ed Core

WR 122 or WR 227 (Technical/Workplace Writing)			
LS 300 Seminar on Multidisciplinary Learning (introduction, exploration of different approaches to knowledge, and identification of learning goals)			
Internship/practicum in the major that aligns with the Multidisciplinary Learning Outcome in General Education			
LS 499 Capstone (reflection, synthesis, and integration)			

Proposal: To best serve our students and properly position ourselves in the higher education landscape, replace Applied Baccalaureate (A.B.) degree designator with

Bachelor of Applied Science (B.A.S.)

- We cannot find another four-year institution that calls this degree the Applied Baccalaureate (A.B.).
- NWCCU refers to the Bachelor's of Applied Science (B.A.S.) in its list of possible degrees.
- Current HECC guidance associates A.B. degree with community colleges.
- HECC rulemaking in progress is moving towards B.A.S.
- Other universities in our region use the B.A.S. designator: SOU, EOU, OIT, Central Washington, Idaho State, Boise State, Arizona State.

**Western Oregon Board of Trustees
Academic and Student Affairs Committee
Vice President for Student Affairs Report
April 2, 2020**

Fall 2020 Enrollment Update

Applications and Admitted students are tracking ahead of previous years at this point. Overall, Applications are up 542 compared to last year and a little over 256 from two years ago. Admitted students are also running up a little over 180 from last year and about 20 lower from two years ago where we had a larger freshmen class.

As we continue our efforts to become an Hispanic Serving Institution, our Latinx admitted student numbers are 45 students higher than this time last year. An increase year-to-year of 7%. Our Asian/Pacific Islander numbers are also up by 29 from this time last year. An increase of 15%

Housing currently is tracking slightly down. We have 472 students who have applied for housing as compared to 485 at this time last year.

Our admissions staff continue to push to get students to apply and complete applications. We continue to monitor the intersection of students who are admitted, complete a FAFSA, tell us they intend to enroll, apply for housing, and completed our scholarship application, and follow up with students accordingly to complete the next step.

As you might suspect, with the COVID 19 outbreak, our admissions operation has changed drastically. We continue to send emails and texts to prospective students, but our in-person events have been cancelled. Admission staff are conducting more web-based interactions such as Facebook Live and Google Hangout to communicate with students and make presentations.

Financial Aid

Our scholarship application closed on March 1. We had 2,039 students complete the application this year as compared to 1,949 last year. Staff have spent the better part of this month evaluating applications and will start making awards the first part of April.

In addition, Financial Aid award letters went out the last week of March. These two elements start to solidify a student's commitment to WOU.

Fees and Rates for FY21

Incidental Fee Committee (IFC)

The Incidental Fee Committee made their final recommendation to the Senate which was accepted in March. The Committee was challenged this year because with enrollment decline, less money was being collected by the fee, yet the cost of current service level was increasing. In the end, the Committee was able to strike a good

balance of increasing the fee by 5%, which is the maximum they can raise the fee without further approval, and making limited reductions among some of the areas.

Student Health and Counseling

The Student Health and Counseling Center will likely increase 4.3% from \$139 to \$145 per term. This fee has been at \$139 for the past three years. Personnel and benefit costs are largely driving this increase.

University Housing and Dining

University Housing and dining rates will also likely increase about 4% for FY21. These rates also did not increase this past year and are impacted by personnel and benefit increases.

University Diversity and Inclusion Advisory Committee

UDIAC continues to work on the development of a Diversity Strategic Plan. The goal is to have a plan ready for review by the end of this academic year. This group continues to meet every few weeks to work on this plan.

Women of Culture Celebration

March 4 the Women of Culture Celebration event was hosted by Multicultural Student Services and Programs. Esperanza Tervalon-Garret was the keynote speaker for the dinner celebration. She is the founder and CEO of Dancing Hearts Consulting. She was a very dynamic speaker who shared her story of growing up in Oakland, California and her journey to where she is today.

COVID 19

As with all staff, we are working on how we provide services to our students from a distance. Many of our staff are able to meet with students through video platforms. We will be working with students to continue to have club meetings virtually. We will also look at how we provide programming virtually. Campus Recreation has already made the Fitness on Demand program available to all students to access through a mobile device or home device. These are definitely challenging times where we need to be creative and work with our students to provide the resources and services they need in an accessible medium.

**Western Oregon Board of Trustees
Academic and Student Affairs Committee
Vice President for Academic Affairs Report
April 2, 2020**

1. Diversifying the Educator Workforce: Biennial Report in Accordance with HB 3375 |
Dr. Mark Girod, Dean of College of Education

2. Applied Baccalaureate Degrees | Dr. Sue Monahan

3. The WOU Textbook Affordability Steering Committee was selected faculty applications to adopt, adapt or create OER resources for their courses.

- **Adopt (\$1000)**
Adopt an existing OER with little revision to the content.
- **Adapt (\$2000)**
Adapt existing OER with major revisions, or develop custom course content from multiple OER and/or original open content in order to support learning objectives not met by existing open resources.
- **Create (\$4000)**
Create a substantially new OER where it is possible to demonstrate that quality resources are not currently available to meet learning objectives.

Grant Category	Applicant's Name	Project Title	Course Number
Adopt: little revision	Erin Baumgartner	Improving Inclusivity and Accessibility for General Biology	BI 101; BI 102
Adopt: little revision	Michael Baltzley	Principles of Biology, Cell Biology, Neurobiology	BI 211, BI 315
Adopt: little revision	Ted Beers	IS340 OER Textbooks	IS 340
Adopt: little revision	Brooke Dolenc Nott	Developmental Psychology OER Textbook Replacement	PSY 311
Adopt: little revision	Kristin Latham-Scott	Improving Inclusivity and Accessibility for General Biology	BI 101; BI 102
Adopt: little revision	Jennifer Moreno	Criminal Law	CJ352
Adapt: major revisions	Patricia Flatt	CH450: Biochemistry I - Defining Life at the Molecular Level	CH450
Adapt: major revisions	Jennifer Moreno	American Courts	CJ 252
Adapt: major revisions	Jessica Murfin	Introduction to Positive Psychology: Scientific Background and Real-World Applications	PSY 439
Adapt: major revisions	Cornelia Paraskevas	Introduction to Linguistics	LING 310
Adapt: major revisions	Emily Plec	Intercultural Adaptations	COM 325
Create: substantially new	Adry Clark	The Career Readiness Project	ICS 112,113 & 114
Create: substantially new	Leanne Merrill	Applied College Mathematics	Math 110

4. Retention Efforts

- We have seen more than a 5% increase in retention in the past year.
- Nudges – WOU has had tremendous success with registration nudges organized by Student Success and Advising. If current students are not registered after registration week then nudges begin. They are spaced out and come from different people and include information about registration holds. For example, during the Fall 2019 registration for Winter 2020 courses, 19% of students were not registered after registration week, but after all of the nudges that went down to less than 8%.
- Removing advising holds after finals week, when it can be difficult to meet with an advisor. This is done with a high level of support from Student Success and Advising so students are able to still get high quality advising.
- Students with registration holds are now emailed information about how to remove those holds and who to contact to get them removed.
- WOU has remove holds for students with larger past due amounts.
- The Business Office has been more involved in advising students with financial matters beyond their WOU bill.
- First Year Seminars associated with our new General Education Program have been designed to help students be successful and become a part of our campus community.
- Online Gen Ed pathway is actively being developed (we will have two lab science courses online for 2020/21, BIO 101, 234).

5. Recruitment Efforts

- We are creating more fully online programs that will allow new markets to enroll at WOU. We now have undergraduate majors and graduate degrees that are available fully online.
- We are increasing our capacity to support online, hybrid and technology-enhanced course development by rebuilding Academic Innovation. We have hired a director and actively searching for additional instructional designers.
- WOU:Salem is serving new markets, including the working adult and people with some college but no degree. The hybrid formats with evening courses was designed to be accessible for non-traditional students.
- Prospective students received a \$1000 tuition remission if they visited campus, given that a campus visit is a strong predictor of enrollment.
- WOU increase remission dollars to students with the greatest need.
- WOU has made considerable progress in our goal of becoming the most affordable public university in Oregon.
- We are researching and developing new programs and certificates.
- Willamette Promise outreach and donor funded scholarships are providing access and support to more prospective students. For example, we recently mailed 1950 letters to students who received WP through WOU.
- Online Gen Ed pathway is actively being developed (we will have two lab science courses online for 2020/21).

6. WOU is Transfer Friendly

- 30-60-90 allows transfer students who come with an AAOT to complete almost all programs in 2 years of full-time study (i.e., 90 credits)
- We have Applied Baccalaureate degrees that allow students with terminal associate degrees (e.g., AAS) to complete a bachelor degree in a timely manner.
- We have dual degree partnerships with the community colleges where the greatest number of our transfer students come from (i.e., along the I-5 corridor).
- Transfer Specialist / Articulation manual and processes help us efficiently manage our partnerships
- We have many faculty-to-faculty and program-to-program relationships with our community college partners.
- TSOAR provides targeted advising for transfer students
- Primary faculty advisors help transfer students
- 4-year plans are published online
- Engaging Oregon transfer maps and articulations will only further the ease with which community college students can transfer.
- Transfer Evaluation Software is making it easier to articulate courses and keep our articulations updated. We also now have a better public facing site.
- Our General Education Program offers an easy way to request that courses apply to WOU's General Education, if the transfer student does not have an AAOT.