



**Board of Trustees Meeting
April 15, 2020**

Appendix A

Consent Agenda

- 1) [February 19, 2020 meeting minutes](#)
- 2) Proposals for new undergraduate certificate program:
 - a) [Infant Toddler](#)
 - b) [ASL Studies: Linguistics](#)
 - c) [ASL Studies: Culture](#)
 - d) [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) [HB 3375 Report – Diversifying the Educator Workforce](#)



**REGULAR MEETING OF THE WOU BOARD OF TRUSTEES
MEETING NO. 31 – FEBRUARY 19, 2020
12:00 PM – 6:00 PM
WERNER UNIVERSITY CENTER, COLUMBIA ROOM**

DRAFT MINUTES

I. CALL-TO-MEETING/ROLL CALL

Chair Betty Komp called the February 19, 2020 meeting to order at 12:05 PM and asked Secretary Ryan Hagemann to take roll. The following trustees were present:

Zellee Allen
Jerry Ambris
Jaime Arredondo
Zoe Chan-Tuyub (left the meeting at 4:10 PM)
Rex Fuller
Linda Herrera (left the meeting at 4:12 PM)
Gavin Keulks (left the meeting at 1:42 PM; returned to the meeting at 3:48 PM)
Betty Komp
Cec Koontz (left the meeting at 5:03 PM)
Malissa Larson
Jenny Mladenovic (left the meeting at 5:11 PM)
Doug Morse
Lane Shetterly

The following trustees were absent:

Jim Baumgartner
Gayle Evans

Hagemann reminded the audience of the public comment protocol, that the meeting was live-streamed, and to disable cell phones.

II. CHAIR'S WELCOME

Komp welcomed the Board and audience to the meeting.

III. LUNCH/SHOWCASE: [Intercollegiate Athletics](#)

Komp recognized Executive Director for Intercollegiate Athletics Curtis Campbell for the showcase presentation on intercollegiate athletics. Campbell introduced Randi Lydum, Associate Athletic Director and two WOU student-athletes—Maya Hopwood and Whitney Joseph—to join the presentation. Campbell introduced the Board to the scope of intercollegiate athletics at WOU, including NCAA Division II membership, GNAC membership, participation percentages, graduation



rates, and academic success rate data. He described the significant involvement of WOU student-athletes, including events, SOAR, and community gatherings. Campbell shared information about financial aid and scholarship for student-athletes, differentiating it from high-profile Division I programs; he also discussed how student-athletes contribute to the University's bottom line. After the presentation, Campbell, Lydum and the Board turned to ask questions of the student-athletes. Trustee Arrendono asked both students what they enjoyed on campus outside of athletics. Trustee Mladenovic asked about majors, and Komp asked whether or not the athletes would stay in Oregon after graduation or return home. Trustee Larson inquired what the Board or University could do to improve intercollegiate athletics. Trustee Allen asked the students what surprised them about WOU and how the students feel that they have changed since they have arrived.

President Fuller also added that WOU has two Faculty Athletic Representatives (FAR) to help facilitate information and cooperation between the faculty, the academic experience and athletics.

IV. **CONSENT AGENDA** ([Appendix A](#))

- 1) [November 20, 2019 meeting minutes](#)
- 2) [FY20 December 31, 2019 Management Report](#)
- 3) Proposal for new undergraduate degree program:
 - a) [Undergraduate Minor in Sustainability](#)
- 4) [Washington Federal Line of Credit](#)

Before turning to the consent agenda, Komp asked Arredondo for a brief introduction of one of WOU's new trustees, Jerry Ambris.

After introducing Ambris, Komp called for a motion to approve the consent agenda. Shetterly moved approval and Mladenovic seconded the motion. The following trustees voted for the motion:

Zellee Allen
Jerry Ambris
Jaime Arredondo
Zoe Chan-Tuyub
Linda Herrera
Gavin Keulks
Betty Komp
Cec Koontz
Malissa Larson
Jenny Mladenovic
Doug Morse
Lane Shetterly

Fuller is non-voting.



There were no trustees opposed to the motion.

The motion passed.

V. PUBLIC COMMENT

No individuals delivered public comment to the Board.

VI. SHARED GOVERNANCE REPORTS

1) [Faculty Senate](#)

Due to illness, Dr. Kristin Latham-Scott, Faculty Senate President, was unable to join the Board, but referred trustees to her written report. Dr. Latham-Scott's written report was included in the docket. Shetterly called out the summary of the faculty's community activities included in the written materials.

2) [Staff Senate](#)

Komp called on Laura Lyon, Staff Senate President, to deliver a brief Staff Senate report. Lyon discussed and summarized updates and work on the following topics: campus climate surveys, including the development of Senate goals based on the surveys; internal communication; professional development and mandatory training; employee evaluations; and Senate subcommittees.

3) ASWOU

Komp recognized Erik Morgan, Jr., ASWOU President, to deliver a brief ASWOU report. Morgan discussed and summarized updates and work on the following topics: the 2020 Oregon legislative session; meeting between OCOP and the student body presidents across the public universities; food and housing insecurity; Oregon Student Association and ASWOU lobby days; explanation of ASWOU legislative priorities, including SB 1521, HB 4055, and HB 4160; sponsorship of OSA trainings; and ASWOU vacancies.

VII. [PRESIDENT'S REPORT](#) ([Cabinet Full Reports in Appendix B](#))

Komp asked Dr. Rex Fuller to deliver his president's report. Fuller stated that his written report, as well as the full reports from each of his cabinet members, were included as an appendix in the docket. He addressed the following topics:

- WOU-WOUFT bargaining, including a new bargaining communications website;
- Registration nudges and retention efforts;
- HSI Summit preparations for April 2020;



- Successful search for a new Dean of Graduate Studies and Research;
- Rebuilding academic innovation;
- Development of open educational resources (OER);
- Development of a non-credit, beginner-level Spanish class for staff;
- Update on the 2020 legislative session;
- Update on the HB 2864 cultural competence process;
- Development of a Board Statement on Diversity, Inclusion, Equity and Accessibility;
- Explanation of increases in property insurance premiums;
- Continued work with Human Resources and TRI with the campus climate surveys;
- Explanation of the university dashboards, including the net affordability measure;
- Update on the faculty workload project;
- Development of the Finance & Administration strategic plan;
- Implementation of credit card terminals in the Cashier's Office;
- Implementation of a new parking zone scheme;
- Description of the MyWOU application;
- Update on 2020 Fall enrollment, including increases in applications and admits;
- Explanation of "Journey to College" presentation for LatinX students;
- Success of MLK programming;
- Development of the FY2021 incidental fees;
- Update on the external fundraising;
- Development and expansion of concerted social media strategies;
- Launch of the "Today at WOU" website; and
- Update on the increased media coverage of University athletic events.



VIII. BREAK

IX. FINANCE & ADMINISTRATION COMMITTEE (FAC)

1) Committee Chair Report

Komp recognized Cec Koontz, FAC Chair, for a brief FAC report. Koontz covered the following topics from previous Committee meetings: UBAC update, UTAC update, Apple pilot project, learning management system (LMS) update, capital project update, and additional information on the Vick Building in Salem.

2) Committee Recommendations for Board Action/Discussion

a) 2019 Annual External Audit Reports

i. [FY2019 Financial Statements Audit](#)

Komp asked Koontz, as well as Dr. Ana Karaman, Vice President for Finance & Administration, to move to the FY2019 Financial Statements Audit. Koontz pointed out that the FY2019 financial statements audit was unmodified. Shetterly asked why the external auditors were not presenting the financial statements audit to the full Board. After presentation and discussion, Komp called for a motion to accept the audit report as presented and included in the written docket materials. The docket includes the following proposed motion:

The WOU Finance and Administration Committee recommends that the Western Oregon University Board of Trustees accept the University's fiscal year 2019 audit of financial statements.

Koontz moved acceptance, and Shetterly seconded the motion. The following trustees voted for the motion:

Zellee Allen
Jerry Ambris
Jaime Arredondo
Zoe Chan-Tuyub
Linda Herrera
Betty Komp
Cec Koontz
Malissa Larson
Jenny Mladenovic
Doug Morse
Lane Shetterly

Fuller is non-voting.

There were no trustees opposed to the motion.



The motion passed.

ii. [FY2019 Single Audit](#)

Komp asked Koontz to continue with the FY 2019 Single Audit. Koontz described the scope of the single audit focused on initiatives funded by the federal government. Koontz described some findings in the single audit and referred the Board to the written materials. She offered that management offered responses to the findings about corrective courses of action. Koontz stressed that the external auditors went through each finding and management response with the FAC. After presentation and discussion, Komp called for a motion to accept the audit report as presented and included in the written docket materials. The docket includes the following proposed motion:

The WOU Finance and Administration Committee recommends that the Western Oregon University Board of Trustees accept the University's fiscal year 2019 single audit.

Koontz moved acceptance, and Larson seconded the motion. The following trustees voted for the motion:

Zellee Allen
Jerry Ambris
Jaime Arredondo
Zoe Chan-Tuyub
Linda Herrera
Betty Komp
Cec Koontz
Malissa Larson
Jenny Mladenovic
Doug Morse
Lane Shetterly

Fuller is non-voting.

There were no trustees opposed to the motion.

The motion passed.

b) [FY2020 Budget Update](#)

Komp turned to Karaman for a FY2020 budget update. Karaman walked the Board through the materials included in the written docket. Among the topics Karaman covered for the Board in her FY2020 budget update were the emphasis on the University's dependency on tuition and fees, minimization of the reliance on the University Shared Services Enterprise (USSE), impact of the HECC funding formula, distribution of the university's expenses, the methodology by which the University makes projections, and how the University was achieving savings for the remainder of the fiscal year.



Trustee Mladenovic asked about salary and vacancy savings. Trustee Shetterly inquired about the requirements of the Board's fund balance policy. Mladenovic asked about the impact of PERS assessments. Komp asked about the impact of the procurement card audit and Fuller clarified the nature and scope of any exposure as demonstrated by the audit. Several board members shared that they were satisfied with the University's direction and strategies to soften the impact of the FY2020 budget deficit.

X. FEBRUARY DISCUSSION THEME: [Affordability & Access](#)

Komp recognized Fuller to start the February discussion theme of affordability and access. Fuller addressed the Board and presented the written docket materials on the discussion theme. Fuller covered the University's focus on emerging as Oregon's most affordable public university, reviewed survey data demonstrating the importance of cost to students, and broached the interface with the University's strategic enrollment plan. Fuller delved into financial aid approaches, fee remission discounts, and keeping housing and dining costs affordable. Mladenovic asked about competition and reputation with the larger public campuses in the state. Fuller and Vice President for Student Affairs Dr. Gary Dukes discussed financial aid award letters and aggressive, proactive changes to financial aid and fee remissions. Mladenovic, Fuller and Dukes discussed marketing and price sensitivity. Ambris asked about scholarships and Fuller described the priority for scholarships in the upcoming comprehensive campaign. Karaman also described the TFAC process and the engagement of students and faculty on advising the University on tuition rates for Fall 2020.

XI. EXECUTIVE GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)

1) Committee Chair Report

Komp called a brief break before turning to the EGTC materials. Before the EGTC update, Komp asked the Board to send Fuller ideas about approaches to fixing the budget situation, such as appropriate staffing levels. Komp updated the Board on EGTC's recent activities. She covered the following topics: board vacancies, the foundation's comprehensive campaign, cultural competence efforts, a proposed [Board Statement on Diversity, Inclusion, Equity and Accessibility](#), and a 2020 legislative update. Komp asked Erin McDonough, Executive Director for the WOU Foundation and Dave McDonald, Associate Vice President for Public Affairs and Strategic Initiatives, to assist with the updates, as appropriate. McDonough updated the Board on foundation data, as discussed previously at the EGTC meeting and McDonald offered legislative and state government updates.

2) Committee Recommendations for Board Action/Discussion

a) [Internal Audit Charter](#)

Komp asked Shadron Lehman, Internal Auditor, to present the Internal Audit Charter. Lehman walked the Board through the draft charter as included in the docket materials. After presentation and discussion, Komp called for a motion to approve the Internal Audit Charter as presented and included in the written docket materials. The docket includes the following proposed motion:



Staff recommends that the Western Oregon University Board of Trustees approve the Internal Audit Charter as included in the docket materials.

Shetterly moved approval, and Koontz seconded the motion. The following trustees voted for the motion:

Zellee Allen
Jerry Ambris
Jaime Arredondo
Gavin Keulks
Betty Komp
Cec Koontz
Malissa Larson
Jenny Mladenovic
Doug Morse
Lane Shetterly

Fuller is non-voting.

There were no trustees opposed to the motion.

The motion passed.

b) [Procurement Card Audit Report](#)

Komp asked Lehman to continue with the procurement card audit report. Lehman offered brief comments on his findings, the need for training, and the recommendation for reconciliation compliance. After presentation and discussion, Komp called for a motion to accept the Procurement Card Audit Report as presented and included in the written docket materials. The docket includes the following proposed motion:

The WOU Executive, Governance and Trusteeship Committee recommends that the Western Oregon University Board of Trustees accept the Report on the Procurement Card Program as included in the docket materials.

Larson moved acceptance, and Ambris seconded the motion. The following trustees voted for the motion:

Zellee Allen
Jerry Ambris
Jaime Arredondo
Gavin Keulks
Betty Komp
Malissa Larson
Doug Morse
Lane Shetterly



Fuller is non-voting.

There were no trustees opposed to the motion.

The motion passed.

XII. BREAK

XIII. ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)

1) Committee Chair Report

Komp asked Shetterly, ASAC Chair, for a brief ASAC report. He covered the following topics, separate from consent agenda items and topics covered by the President: committee charter review and development of a policy on free speech.

2) Committee Recommendations for Board Action/Discussion

There were no additional ASAC matters for Board action or discussion.

XIV. FINAL ANNOUNCEMENTS

Komp returned to her previous comments about staffing levels and the future of the University's budget, inviting comments from trustees. Komp and Fuller reminded the Board of the upcoming events as included in the red folder.

XV. ADJOURNMENT

Komp adjourned the meeting at 5:25 PM with a quorum of the Board (Zellee Allen, Jerry Ambris, Jaime Arredondo, Rex Fuller, Gavin Keulks, Betty Komp, Malissa Larson, Doug Morse, Lane Shetterly).

Ryan James Hagemann
Secretary to the Board of Trustees

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.

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees 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.

- b. *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:*

- improve educational attainment in the region and state;*
- respond effectively to social, economic, and environmental challenges and opportunities; and*
- 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.

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees 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.

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees 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.

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees 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 | | | | | |

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.

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees 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.

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees 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

| | 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 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.

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees 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: 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 | | | | | | |
| 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 | | | | | |

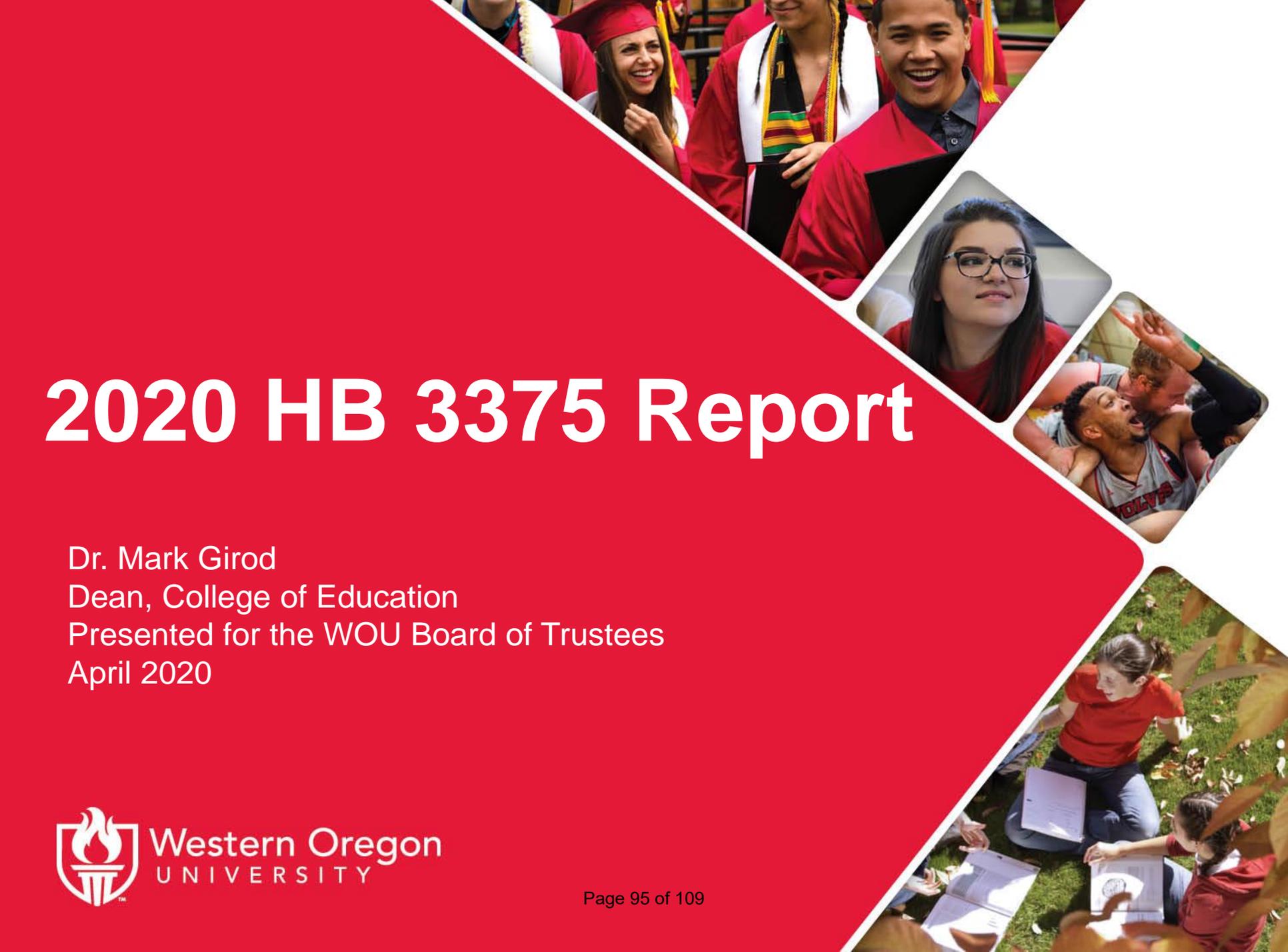
Academic & Student Affairs, HB 3375 Report – Diversifying the Educator Workforce

Executive Summary

HB 3375 (2015) requires that each public university in Oregon prepare a biennial report toward efforts to increase the numbers of culturally and linguistically diverse students that apply, are admitted, and graduate to become licensed educators. The 2020 WOU update to the original plan indicates that educator students are at least as diverse than the general population at Western. Additionally, diverse students are admitted, retained, and graduate from educator programs at levels at least equivalent to the general population. The Bilingual Teacher Scholars program plays a critical role in recruitment, retention, and completion for diverse future educators and represents a significant opportunity for Western to work in collaboration with Oregon school districts. The plan suggests continuing to work toward the goal of becoming a Hispanic Serving Institution, supporting the Bilingual Teacher Scholars program, and focusing on student retention and completion all as means toward furthering the goals of HB 3375. Specifically, the Board is to review the institutional plan for “adequacy and feasibility.”

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends the Western Oregon University Board of Trustees accept the 2020 HB 3375 Report – Diversifying the Educator Workforce as presented in the consent agenda.



2020 HB 3375 Report

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



Western Oregon
UNIVERSITY

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.

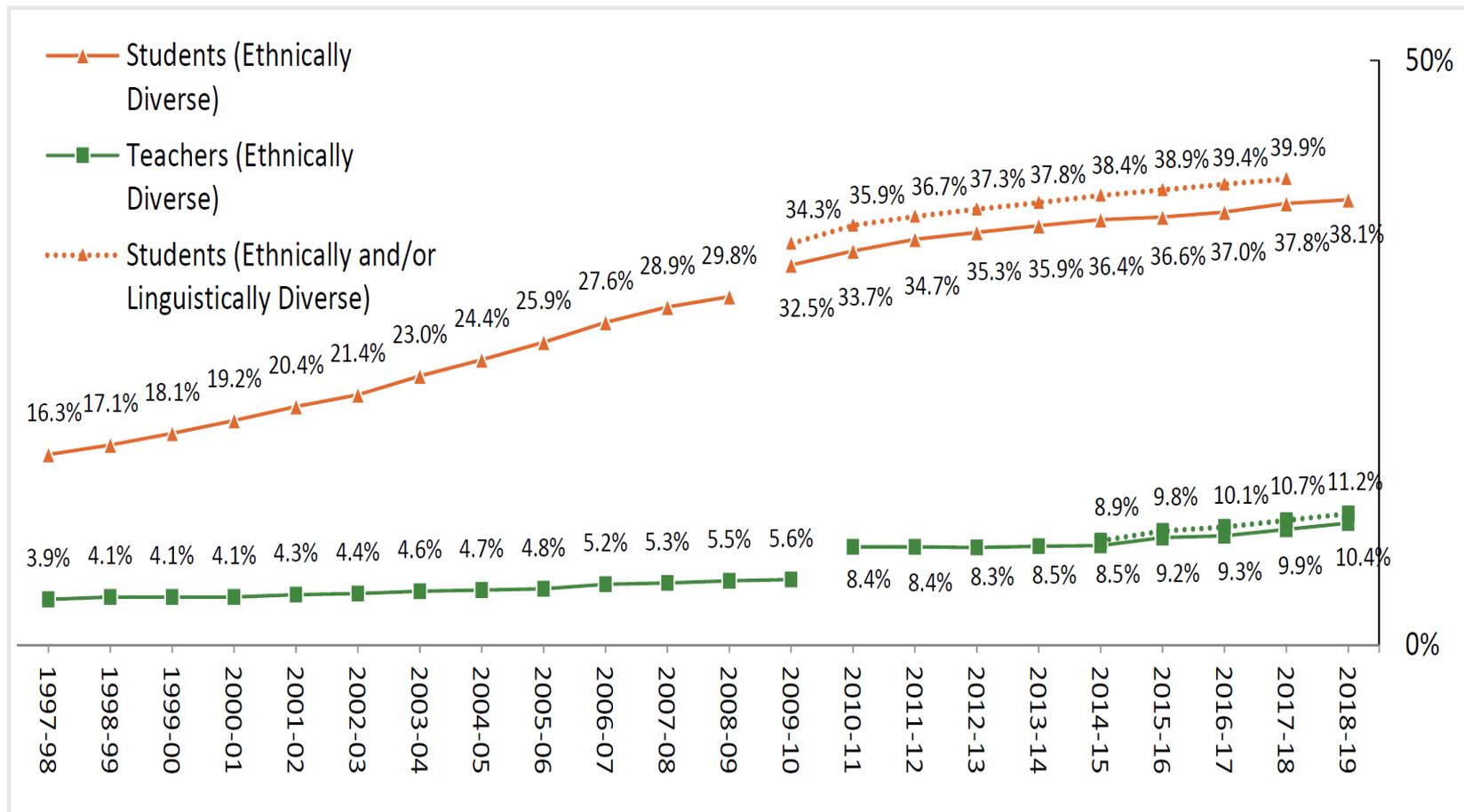
“The goal of the state is that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district” (ORS 342.437 as amended by HB 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)
- Of these 1101, 25.3% non-white (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
- Bilingual Teacher Scholars enrollment is our best metric for students that are “linguistically diverse”
- Bilingual Teacher Scholar retention is critical to success (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
- Maintain 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



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 Inclusion Advisory Council (UDIAC) is the major driver for progress, planning, and delivery of innovation in this area. 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%. 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 percentage point 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 18, 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 by ten percentage points 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 ten percentage points 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>Teacher Education Programs</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

| <u>Indicators</u> | <u>2019-</u> <u>2020</u> | <u>2018-</u> <u>2019</u> | <u>2017-</u> <u>2018</u> | <u>2016-</u> <u>2017</u> | <u>2015-</u> <u>2016</u> |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 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 | 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 | 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 (BTS) 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).

Limitations on remission dollars. 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