



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 35 – May 21, 2024
1:00pm-03:00pm
Via [Zoom](#) | By Phone: 1-253-215-8782
Meeting ID: 811 2975 9940 Passcode: 313007**

AGENDA

- I. CALL-TO-MEETING AND ROLL CALL (1:00-1:03pm)**
- II. COMMITTEE CHAIR’S WELCOME (1:03-1:04pm)**
- III. CONSENT AGENDA (1:04-1:06pm)**
- 1) [Meeting Minutes: March 21, 2024](#)
- IV. ACTION ITEMS:**
- 1) **Academic proposals:** (1:06-1:16pm)
- a.) [Principal License Graduate Certificate | Dean Mark Girod – Western Oregon University College of Education](#)
- b.) [Educational Leadership Graduate Certificate | Dean Mark Girod – Western Oregon University College of Education](#)
- V. REPORT & DISCUSSION ITEMS:**
- 1) [Showcase & Discussion: Update on Wolfie Chatbot](#) (1:16 - 1:46pm)
[Vice President Tina Fuchs, Paige Jackson & Jen Koshnick](#)
- 2) [2023-2024 Academic Year \(Workplan\) Update](#) (1:46 – 2:26pm)
- VI. ADJOURNMENT**



Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 34– March 21, 2024
8:30am-10:30am
Minutes

I. CALL-TO-MEETING AND ROLL CALL

Chair Mitchell calls the meeting of the Academic & Student Affairs Committee to order at 1pm on Tuesday October 17, 2023 . Chair Mitchell asked Secretary Sorce to call the roll.

Committee members present:, Board Chair Betty Komp, Trustee Cristian Mendez-Garcia, Chair Leah Mitchell, Trustee Kari Nelsestuen. Quorum is Present.

Committee members non in attendance: Trustee David Foster and Trustee Mendez Garcia

Others Present: President Peters, Secretary Evan Sorce

II. COMMITTEE CHAIR’S WELCOME

Chair Mitchell welcomes everyone to the meeting and thanks them all for being there.

III. CONSENT AGENDA

[Meeting Minutes: January 16, 2024](#)

Trustee Nelsestuen moved the approval of the January 16, 2024 meeting minutes, and Board Chair Betty Komp seconded the motion. There was no additional discussion. The motion passed unanimously

IV. REPORTS & DISCUSSION ITEMS:

- 1) **Showcase & Discussion:** [Financial Aid Status Update for the 2024-2025 Academic Year – Vice President of Student Affairs Tina Fuchs](#)

Vice President for Student Affairs Tina Fuchs kicked off the Presentation and introduced WOU’s Director of Financial Aid, Kella Helyer, to walk through the Presentation. The Presentation can be found on page 5 of the ASAC Docket for review. Trustee Mendez-Garcia would like to see data from the events that WOU’s financial aid team participated in to see what percentage of the students that they helped at those events had challenges filling out the FAFSA and specifically how many had issues with parents not having a SSN to fill out the FAFSA. Trustee Nelsestuen asked what the role of high schools and high school counselors is in helping students through this process. Director Helyer said that her team works with high schools to host financial aid nights where WOU’s team is present, helping support students, families, and high school staff in this process. Chair Mitchell asked how all of this process has impacted the financial aid staff. Director Helyer said the

impact has been a lot on her team, and it has been a very challenging year. Chair Mitchell wanted to take a moment to thank Director Helyer and her entire team for their work and dedication to WOU and our students.

2) 2023-2024 Academic Year (Workplan) update

Chair Mitchell set the stage for this agenda item by giving a bit of background on the workplace. Provost Coll went first; Academic Affairs has started to develop a strategic plan for the Provost Office, which aligns with the universities of the strategic plan. This will provide the language and measurements for the Deans and Colleges. This will allow the Colleges and units to begin their plan in the Fall of 2024. Academic Grade Regulation is close to completion, with implementation starting in the summer and starting with the 2024-2025 academic catalog. Provost Coll also mentioned with the Student Co-Curricular Strategy that WOU secured state appropriations (\$666,000) to support enrollment growth in the MA Counseling programs. This could be a stipend for students as well as potentially working with other universities in high demand for graduation degrees such as this one so that we can catch students who are applying to other schools as well. VP Fuchs' updates to the Academic Year workplan can be found at the end of her report, which is on page 14 of the docket for review. Through VP Fuchs' update there was a large conversation that broke out around Summer Bridge Programs and Destination Western, the impacts and benefits of these programs and how we are trying to keep these programs going even though the state has backed away from the investments they have previously made to fund it.

3) [Student Affairs Update](#) | *Vice President Tina Fuchs*

VP Fuchs's report can be found in the docket on page 14 for review.

4) [Academic Affairs Update](#) | *Provost Jose Coll*

Provost Coll's report can be found on page 17 for review.

V. ADJOURNMENT

Trustee Mitchell adjourns the meeting at 9:45am

Academic and Student Affairs Committee (ASAC), Proposal for a new Principal Licensure Graduate Certificate

The proposed Principal Licensure graduate certificate is an 40-credit program that will enable candidates who successfully complete it to be recommended for the Principal License awarded by the Oregon Teacher Standards and Practices Commission (TSPC). Candidates who already have a Master's degree, but aspire to be educational leaders, will have the option of completing this graduate certificate program and still be eligible to receive federal financial aid to advance in their career in education. This option for career mobility is consistent with Oregon's emphasis on building an educator workforce that matches the cultural and linguistic assets of our children, families, and communities. The Principal Licensure graduate certificate is designed to cultivate more qualified and competent school leaders for Oregon schools. There is a need for competent, culturally responsive, and ethnically diverse school leaders who understand the growing diversity of students in PreK-12 public schools who can respond effectively to student and community needs. The program includes coursework in culturally responsive effective school management and educational leadership. It includes applied learning in practicum settings as well as a capstone research-to-practice project. The program curriculum was developed in collaboration with partnering school districts.

The proposed Principal Licensure graduate certificate received Faculty Senate Approval on March 12, 2024 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 new program. Upon NWCCU approval, the program will be submitted to the U.S. Department of Education to determine its eligibility for admitted students to be considered for federal financial aid.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee accept the introduction of a new Principal Licensure graduate certificate as included in the docket material.



P17980
Principal License Certificate

New

Requestor: Alicia Wenzel
Submitted: 2023-12-29 06:48:06
Submitting as: Faculty Member or APA

The queue for this request is:

- Department Head/Program Coordinator
- Division Chair
- Division Curriculum/Graduate Chair
- Graduate Committee
- Faculty Senate
- OE Dean
- Provost
- President
- External Review Recorder
- Registrar

Division Education and Leadership
Department/Program Master of Science in Education
Request for a: Program
Is this a program or requirement that will have catalog copy? Yes
Level Graduate
Type of Request: New (course, program, focus/concentration, or temporary course)
Will this be offered within an existing division or department? Yes
Type of program Certificate
Is this curricular change driven by assessment data you have collected? No
Summary/Rationale for proposal

We are requesting approval for a certificate. While this certificate can be a 'stand alone' certificate, and taken independently of a degree program, the certificate will also be embedded in the MEd Interdisciplinary Professional Studies program for students who are taking courses in educational leadership. This certificate, either taken as a part of the MEd IDPS or as a stand-alone option, will enable candidates who successfully complete all courses linked to the certificate to be recommended for the Principal License awarded by TSPC-Oregon's Teacher Standards and Practices Commission (the agency who awards educator licenses in Oregon). The courses mentioned have been submitted to the WOU Graduate Curriculum Committee portal (currently under review) and were shared with Committee members November 2023.

This certificate is an important credential that shows a student has completed practical training and gained experience and a specific skill set in a certain field which is valuable for educators and the districts and communities they serve. This certificate, taken as a stand alone or embedded in the MEd IDPS also enables students to receive financial aid which may need in order to begin and complete coursework. For candidates who already have a MEd or other Master's degree, but aspire to be educational leaders, they can take courses leading to a certificate without entering a second master's degree program and still receive financial aid. Further, WOU benefits from having certificates for its students.

Background on the courses needed in this certificate related to the MEd IDPS program with an educational leadership concentration:

During winter 2023, at the request of former Superintendent of Salem-Keizer Public Schools, Christy Perry, Salem-Keizer Human Resources leaders invited faculty from Western Oregon University to consider partnering in a leadership development project culminating in a Master of Science in Education degree with the goal of having a MEd Education Leadership opportunity in the future. Additionally, the coursework leading to the MEd would also enable candidates to earn a preliminary Principal licensure granted by the Teacher Standards and Practices Commission (TSPC). This invitation was made to Dr. Mark Girod, Dean, College of Education, who discussed this with WOU's Division of Education faculty Spring 2023. Following this discussion, DEL faculty voted unanimously to accept this invitation.

During Summer 2023, a large team of Salem-Keizer leaders and Western education faculty met several times to design a learning experience with an educational leadership focus that WOU DEL could offer within its existing MEd program (in Interdisciplinary Professional Studies). The newly designed classes, two existing courses already a part of DEL's MEd program, and learning experiences would provide candidates with advanced coursework leading to an MEd degree, an Educational Leadership Certificate, and simultaneously meet requirements for a School Principal License which would be evaluated and likely granted by TSPC.

This advanced educational opportunity meets the needs and interests of Salem-Keizer - as well as the schools and communities that we serve- enabling us to help cultivate more qualified and competent school leaders for Oregon schools. With a growing diverse PreK-12 student population, and changing needs of today's schools and students, competent, culturally responsive and more ethnically diverse school leaders are needed who understand and can respond effectively to student and community needs. Additionally, there is an extremely high turnover rate in Oregon superintendents which causes turmoil for communities, districts, and their students and families.

Preparing new administrators, who are more knowledgeable of today's school, student and community needs is critical so districts have a pool of qualified leaders who can eventually move into superintendent positions; the pipeline of school leaders is strained causing challenges due to inconsistent school leadership. Having a degree program with this focus and a certificate (embedded or stand-alone) is a necessary part of this work to provide e appropriate and necessary preparation for licensed future school leaders.

Having an educational leadership certificate is tightly connected to Oregon's emphasis on building an educator workforce that matches the cultural and linguistic assets of our children, families, and communities. This goal is codified in HB 3375 (2015) and all public Oregon educator preparation programs are committed to making progress toward these goals. In this manner, this focus in MEd Interdisciplinary Professional Studies with an embedded certificate (or stand alone certificate) is directly aligned to institutional and statewide goals for K-12 student success. Additionally, the courses linked with this certificate are tightly aligned with standards identified by several accrediting bodies, special interest groups, and state law including requiring approval by Oregon Teacher Standards and Practices Commission (TSPC), the Professional Standards for Educational Leaders (PSEL) approved by the National Policy Board for Educational Administration (NPBEA) and Council for Chief State School Officers (CCSSO).

The courses in this certificate are designed to immediately support the needs of one of the largest school districts in Oregon and plans to explicitly grow more principal leaders in other Oregon school districts with the cultural and linguistic assets needed. This educational leadership focus holds the strong values of diversity, equity, inclusion, and advocacy for change that rests at the foundation of all Western educator programs. The result of this collaborative work is the academic opportunity through courses in this certificate under review here.

For the first offering of this MEd in Interdisciplinary Professional Studies with a focus on educational leadership, we will have a closed cohort of students from Salem Keizer School District with plans for future SKSD cohorts. As we fine-tune this educational pathway and related learning experiences, and as there is space in the classes, we will work with other OR school districts and individual teachers who have expressed interest in learning more about school leadership. No other students or programs will be impacted and certificate presented here has been vetted and approved by our Dean, Dr. Mark Girod, Associate Dean, Dr. Marie LeJeune, and Associate Provost for Associate Provost for **Academic** Effectiveness, Dr. Judy Sylva.

We may be in a position to start this first cohort spring 2024 (under the MEd IDPS) with no certificate due to the timeline it takes to get approval for certificates. However, as soon as the certificate is approved, we can discuss this new element with potential candidates.

Is this a stand-alone certificate? Yes

If the certificate is part of one or more minors, please indicate which ones

Anticipated start date Spring 2024

Where will the program be delivered? WOU Campus (in-person or online)

How will the courses be offered? Hybrid

Proposed Classification of Instructional Programs (CIP) number. 13.0401

Title of new program, requirement, focus, or concentration Principal License Certificate

Faculty Listing

Coordinator and NTT Instructor: Steve Nelson

Professor: Alicia Wenzel

Associate Professor: Cindy Ryan

Associate Professor: Jackie Caires-Hurley

Assistant Professor: Dani Lane

Assistant Professor: Lin Wu

Mission, Learning Outcomes, Etc.

Course Goals

1. Effectively apply the content expertise (knowledge, skills, dispositions) of their education profession
2. Use research and evidence to develop environments that support and assess learning in their own professional practice
3. Show commitment to, and develop professional, educational leadership attributes

“GLOs”

1. Applied Skills
2. Core Content
3. Dispositions

Description

If this section does not consist of catalog-ready content, you will be asked to revise your proposal. If you are uncertain of how to prepare catalog-ready content, please contact the staff in the Office of the Registrar.

Certificate name: Principal License Certificate

Courses required:

1. EDLR 610 Foundations of Educational Leadership (3 credits)
2. EDLR 611 Principal Leadership in Equity, Inclusion and Cultural Responsiveness (3 credits)
3. EDLR 612 Principal Leadership in Instructional Practices (3 credits)
4. EDLR 613 Principal Leadership in Supports for All Students (3 credits)
5. EDLR 614 Principal Leadership in Family and Community Engagement (3 credits)
6. EDLR 615 Principal Leadership in School Improvement and Data-Driven Decision Making (3 credits)
7. EDLR 616 Principal Leadership in Law, Policies, and Social Justice (3 credits)
8. EDLR 617 Principal Leadership in Human Capital and Resource Management (3 credits)
9. EDLR 618 Principal Practicum Experience I (4 credits)
10. EDLR 619 Principal Practicum Experience II (4 credits)
11. EDLR 620 Principal Practicum Experience III (4 credits)
12. EDLR 621 Applied Leadership Project 1 (2 credits)
13. EDLR 622 Applied Leadership Project 2 (2 credits)

Total Credits: 40

Catalog ID:

Program Outcomes

Learning Outcome

Effectively apply the professional content expertise, knowledge, skills, and dispositions of their education profession.

Use research and evidence to develop environments that support and assess learning and their own professional practice.

Show commitment to and develop professional education leadership attributes.

Alignment to University Learning Outcomes

Core Content Knowledge

Applied Skills

Graduate Dispositions

Learning Outcomes (formatted for catalog)

1. Effectively apply the professional content expertise, knowledge, skills, and dispositions of their education profession.
2. Use research and evidence to develop environments that support and assess learning and their own professional practice.
3. Show commitment to and develop professional education leadership attributes.

Targeted Professions

This advanced educational opportunity meets the needs and interests of Salem-Keizer - as well as the schools and communities that we serve - enabling us to help cultivate more qualified and competent school leaders for Oregon schools. With a growing diverse PreK-12 student population, and changing needs of today's schools and students, competent, culturally responsive and more ethnically diverse school leaders are needed who understand and can respond effectively to student and community needs. Additionally, there is an extremely high turnover rate in Oregon superintendents which causes turmoil for communities, districts, and their students and families. Preparing new administrators, who are more knowledgeable of today's school, student and community needs is critical so districts have a pool of qualified leaders who can eventually move into superintendent positions; the pipeline of school leaders is strained causing challenges due to inconsistent school leadership. This certificate can be taken as a stand-alone experience if candidates already have a Master's degree as the coursework and field experiences will allow candidates to meet requirements for an Oregon Principal's License (as reviewed and awarded by TSPC, our state educator licensing agency). Or, this certificate can be embedded in the MEd IPDS program for candidates who do not yet have a Master's degree and need the MEd requirements in addition to the certificate courses to be eligible for the OR Principal's License.

List closely related programs at WOU or other Oregon colleges and universities and the way in which this program complements other similar programs in other Oregon institutions and other related programs at WOU.

We have an organizational leadership degree at WOU that addresses leadership with some cross over but the courses in this certificate are aligned to Educational Leadership state and national standards (not the same focus or work as courses in OL). There are other Educational Leadership certificates and programs at other OR universities but it is unlikely that this certificate, or the related program, will impact enrollment in other Oregon leadership development programs. Our coursework is heavily focused on diversity, inclusion and equity and targeting needs of our closest K-12 school district partners.

Programs affected/consulted

- No other programs will be affected at WOU. And, This course is unlikely to impact enrollment in other Oregon leadership development programs.

Many individuals and groups have been consulted: We consulted with Dean Mark Girod about this course and the "bundle" we are submitting, Dean Girod communicated with Provost Cole (spring, summer, and fall 2023), Dean Girod and Dr. Marie LeJeune-Associate Dean of Clinical Practices-communicated with TSPC (summer 2023), Dr. Cindy Ryan-DEL's Division Chair, Dr. Josh Schultz-Coordinator of DEL's MEd Program, Salem-Keizer administration and human resources department leaders (spring, summer, and fall 2023), DEL Faculty (spring and fall 2023), DEL's Grad Curriculum Committee (fall 2023), and WOU's Registrar Amy Clark (summer and fall 2023).

All consulted support our effort to produce courses that develop and extend knowledge, skills, and dispositions related to Educational Leadership and those interested in school leadership such as principal positions.

Additionally, we consulted a literature review commissioned by the Wallace Foundation (2004), *How Leadership Influences Student Learning*, that shed important light on the role of leadership in education as it related to student outcomes. We also consulted work commissioned by the Wallace Foundation (2021), *How Principals Affect Students and Schools: A Systemic Synthesis of Two Decades of Research*, that further illustrated the importance of leadership in schools, and highlighted an even deeper impact from leadership on student outcomes, teacher satisfaction and retention, student attendance, and reductions in exclusionary discipline, all of which are significant contributing factors in the elimination of disparity, disproportionality and predictability of underserved, marginalized student groups. We also consulted two additional resources: 1) a framework developed by the Educator Advancement Council (EAC) through the work of the Statewide Leadership Advisory Committee (SLAC), a statewide leadership development group, working on building a comprehensive system to ensure culturally responsive leaders for every school in the state of Oregon., and 2) the NELP building-level standards which were designed for institutions undergoing Council for the Accreditation of Educator Preparation (CAEP) accreditation and NELP program review (The NELP building-level standards are appropriate for advanced programs at the master, specialist, or doctoral level that prepare assistant principals, principals, curriculum directors, supervisors, and other education leaders in a school building environment. The NELP building-level standards are provided by the National Educational Leadership Preparation, Specialized Professional Association, sponsored by the National Policy Board for Educational Administration).

Lastly, we have consulted with Amber Deets in the Graduate Office and Judy Sylva in the Provost's Office to discuss these certificates-both support the creation and see the value for candidates, our K-12 community partners, and WOU.

Briefly describe how the proposed program aligns with WOU's strategic priorities

This new certificate is tightly connected to Oregon's emphasis on building an educator workforce that matches the cultural and linguistic assets of our children, families, and communities. This goal is codified in HB 3375 (2015) and all public Oregon educator preparation programs are committed to making progress toward these goals. Further with WOU's Mission of creating lasting opportunities for student success through transformative education and personalized support, this certificate provides candidates with this experience specifically focusing on Student Success (item 3), Academic Excellence (1.1, 1.2, 5.2, 5.4) and all key elements of Community Engagement (1-4). We also align to aspects of Accountability (1.1, 2.3, 3.5, 4.2) and Sustainability and Stewardship (1.2, 1.3, 5.1, 5.2, 6.2).

Briefly describe how the proposed program meets regional or statewide needs and enhances the state's capacity to improve educational attainment in the region and state

This advanced educational opportunity of providing an stand-alone or embedded Principal's Licence certificate meets the needs and interests of Salem-Keizer - as well as the schools and communities that we serve- enabling us to help cultivate more qualified and competent school leaders for Oregon schools. With a growing diverse PreK-12 student population, and changing needs of today's schools and students, competent, culturally responsive and more ethnically diverse school leaders are needed who understand and can respond effectively to student and community needs. Additionally, there is an extremely high turnover rate in Oregon superintendents which causes turmoil for communities, districts, and their students and families. Preparing new administrators, who are more knowledgeable of today's school, student and community needs is critical so districts have a pool of qualified leaders who can eventually move into superintendent positions; the pipeline of school leaders is strained causing challenges due to inconsistent school leadership.

This new certificate is tightly connected to Oregon's emphasis on building an educator workforce that matches the cultural and linguistic assets of our children, families, and communities. This goal is codified in HB 3375 (2015) and all public Oregon educator preparation programs are committed to making progress toward these goals. In this manner, the focus of this certificate is directly aligned to institutional and statewide goals for K-12 student success. Additionally, this certificate is tightly aligned with standards identified by several accrediting bodies, special interest groups, and state law including requiring approval by Oregon Teacher Standards and Practices Commission (TSPC), the Professional Standards for Educational Leaders (PSEL) approved by the National Policy Board for Educational Administration (NPBEA) and Council for Chief State School Officers (CCSSO).

What is the plan to recruit students to this proposed new program? Have you established a marketing plan to promote this new program and informed MarCom? Please briefly describe the plan.

We are working with SKSD who recently received a large grow your own grant dedicated to supporting education of future leaders. They will be reaching out directly to their teachers through emails, newsletters, direct conversations, and their in-house educator leadership academy to help inform their staff about this certificate and MSED option. Student tuition will be used to continue to market and attract new SKSD and DEL will host informational and advising sessions for SKSD potential candidates regarding this certificate as a stand-alone or embedded option. Graduate advisors will share information with current and potential graduate students. Further, information about this certificate and the MSED IDPS will be advertised on the WOU Graduate School website. We will discuss with MarCom marketing options once we get approval.

What is the budget source for the plan to attract new students to this proposed new program?

We are working with SKSD who recently received a large grow your own grant dedicated to supporting education of future leaders. They will be reaching out directly to their teachers through emails, newsletters, direct conversations, and their in-house educator leadership academy to help inform their staff about this certificate and MSED option. Student tuition will be used to continue to market and attract new SKSD and DEL will host informational and advising sessions for SKSD potential candidates regarding this certificate as a stand-alone or embedded option. Graduate advisors will share information with current and potential graduate students. Further, information about this certificate and the MSED IDPS will be advertised on the WOU Graduate School website.

Will new sections of courses or additional hires be needed to offer this program? What are the faculty salary budget impacts of this proposed new program? Will additional facilities be required?

Yes new sections and hires (NTTs) will be needed. Western Oregon University has a long history of academic program delivery in educator preparation. There are adequate facilities including library, technology, and other pedagogical materials available to support this course. This course will be online so no physical space will be needed for course meetings. For the first few cohorts, we have established FTE funded by GYO grant funding (at least two years). As the program grows, it is imagined that the FTE for coordination will be similar to our other programs in the division where staffing is assigned based on the number of students, accreditation expectations, etc. and where funds come from student tuition.

Supporting Documents

Thumbnail	Name	Size	Actions
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Related Courses:

No related courses found

Department Head/Program Coordinator decision:



Yes by Joshua Schulze (2024-01-11 02:51:37)

Comments:

Division Chair decision:



Yes by Cindy Ryan (2024-01-11 08:02:01)

Comments:

Division Curriculum/Graduate Chair decision:



Yes by Dana Ulveland (2024-01-12 15:28:35)

Comments:

Graduate Committee decision:



Yes by Joshua Schulze (2024-02-20 16:33:37)

Comments:

Faculty Senate decision:



Yes by Stephen Scheck (2024-03-12 19:29:20)

Comments:

COE Dean decision:



Yes by Mark Girod (2024-03-13 09:39:13)

Comments:

Provost decision:



Yes by Jose Coll (2024-03-19 22:46:36)

Comments:

President decision:



Yes by Jesse Peters (2024-03-21 08:16:19)

Comments:

External Review Recorder decision:



Yes by Jose Coll (2024-04-26 11:51:40)

Comments:

Registrar decision: Pending: Amy Clark (clarkaj@wou.edu), Susan Hays (hayss@wou.edu), Jason Horne (hornej@wou.edu), Breeze Potter (potterb@wou.edu)

Sent to Amy Clark (clarkaj@wou.edu), Susan Hays (hayss@wou.edu), Jason Horne (hornej@wou.edu), Breeze Potter (potterb@wou.edu)on:

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program: Principal Licensure Certificate

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)	60,000 (.90)	0	0	0	0	60,000 (.90)
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	12,000 (.20)	0	0	0	0	12,000 (.20)
Fellowships/Scholarships	0	0	0	0	0	0
OPE	82,000	0	0	0	0	82,000
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	154,000	0	0	0	0	154,000
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	154,000	0	0	0	0	154,000

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program:

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From current budgetary unit	Institutional reallocation from other budgetary unit	From special state appropriation request	From federal funds and other grants	From fees, sales, and other income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	6,000 (.20)	0	0	0	0	6,000 (.20)
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	3,000 (.05)	0	0	0	0	3,000 (.05)
Fellowships/Scholarships	0	0	0	0	0	0
OPE	3,000	0	0	0	0	3,000
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	12,000	0	0	0	0	12,000
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	
GRAND TOTAL	12,000	0	0	0	0	12,000

Budget Outline Form: Year 3
Estimated Costs and Sources of Funds for Proposed Program:

Total new resources required to handle the increased workload, if any.

If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From current budgetary unit	Institutional reallocation from other budgetary unit	From special state appropriation request	From federal funds and other grants	From fees, sales, and other income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program:

Total new resources required to handle the increased workload, if any.

If no new resources are required, the budgetary impact should be reported as zero.

	Column A	Column B	Column C	Column D	Column E	Column F
	From current budgetary unit	Institutional reallocation from other budgetary unit	From special state appropriation request	From federal funds and other grants	From fees, sales, and other income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

Academic and Student Affairs Committee (ASAC), Proposal for a new Educational Leadership Graduate Certificate

The proposed Educational Leadership graduate certificate is an 27-credit program that will enable candidates who successfully complete it to have coursework required for Principal License awarded by the Oregon Teacher Standards and Practices Commission (TSPC), but not the field experience required for the recommendation for licensure. Candidates who already have a Master's degree, but aspire to be educational leaders, will have the option of completing this graduate certificate program and still be eligible to receive federal financial aid. The Educational Leadership graduate certificate is designed for educators who are interested in learning about leadership and administration in PreK-12 public schools in Oregon, but who are not interested in completing the field based experiences to be eligible for recommendation for the principal license to the TSPC. The program includes coursework in culturally responsive effective school management and educational leadership. The program curriculum was developed in collaboration with partnering school districts.

The proposed Educational Leadership graduate certificate received Faculty Senate Approval on March 12, 2024 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 new program. Upon NWCCU approval, the program will be submitted to the U.S. Department of Education to determine its eligibility for admitted students to be considered for federal financial aid.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee accept the introduction of a new Principal Licensure graduate certificate as included in the docket material.



P17990
Educational Leadership
Certificate

The queue for this request is:

- Department Head/Program Coordinator
- Division Chair
- Division Curriculum/Graduate Chair
- Graduate Committee
- Faculty Senate
- COE Dean
- Provost
- President
- External Review Recorder
- Registrar

New

Requestor: Alicia Wenzel
Submitted: 2023-12-29 07:30:55
Submitting as: Faculty Member or APA

Division Education and Leadership
Department/Program Master of Science in Education
Request for a: Program

Is this a program or requirement that will have catalog copy? Yes
Level Graduate

Type of Request: New (course, program, focus/concentration, or temporary course)
Will this be offered within an existing division or department? Yes

Type of program Certificate
Is this curricular change driven by assessment data you have collected? No

Summary/Rationale for proposal

We are requesting approval for a certificate focusing on Educational Leadership without a practicum experience. This opportunity of courses without a practicum increases the reach and serves a wider purpose as some students may not the practicum experience or be able to complete the practicum experience at this point. They can, however, return for the practicum later if desired. While this certificate can be a 'stand alone' certificate, and taken independently of a degree program, the certificate will also be embedded in the MSED Interdisciplinary Professional Studies program for students who are taking courses in educational leadership. This certificate serves as an important credential enabling candidates who successfully complete all courses linked to the certificate to have a solid educational experience in Educational Leadership benefitting the student with coursework needed to more effectively support their students, school, district, and community. The courses mentioned have been submitted to the WOU Graduate Curriculum Committee portal (currently under review) and were shared with Committee members November 2023.

This certificate at 27 credits enables students to receive financial aid which may need in order to begin and complete coursework. For candidates who already have a MSED or other Master's degree, but aspire to be educational leaders, they can take courses leading to a certificate without entering a second master's degree program and still receive financial aid. Further, WOU benefits from having certificates for its students.

Background on the courses needed in this certificate related to the MSED IDPS program with an educational leadership concentration:

During winter 2023, at the request of former Superintendent of Salem-Keizer Public Schools, Christy Perry, Salem-Keizer Human Resources leaders invited faculty from Western Oregon University to consider partnering in a leadership development project culminating in a Master of Science in Education degree with the goal of having a MSED Education Leadership opportunity in the future. Additionally, the coursework leading to the MSED would also enable candidates to earn a preliminary Principal licensure granted by the Teacher Standards and Practices Commission (TSPC). This invitation was made to Dr. Mark Girod, Dean, College of Education, who discussed this with WOU's Division of Education faculty Spring 2023. Following this discussion, DEL faculty voted unanimously to accept this invitation.

During Summer 2023, a large team of Salem-Keizer leaders and Western education faculty met several times to design a learning experience with an educational leadership focus that WOU DEL could offer within its existing MSED program (in Interdisciplinary Professional Studies). The newly designed classes, two existing courses already a part of DEL's MSED program, and learning experiences would provide candidates with advanced coursework leading to an MSED degree, an Educational Leadership Certificate, and simultaneously meet requirements for a School Principal License which would be evaluated and likely granted by TSPC.

This advanced educational opportunity meets the needs and interests of Salem-Keizer - as well as the schools and communities that we serve- enabling us to help cultivate more qualified and competent school leaders for Oregon schools. With a growing diverse PreK-12 student population, and changing needs of today's schools and students, competent, culturally responsive and more ethnically diverse school leaders are needed who understand and can respond effectively to student and community needs. Additionally, there is an extremely high turnover rate in Oregon superintendents which causes turmoil for communities, districts, and their students and families. Preparing teachers with knowledge and skills in educational leadership- who are more knowledgeable of today's school, student and community needs- is critical so districts have a pool of qualified leaders who can eventually move into teacher leader or

administrative positions; the pipeline of school leaders is strained causing challenges due to inconsistent school leadership. Having a degree program with this focus and a certificate (embedded or stand-alone) is a necessary part of this work to provide appropriate and necessary preparation for licensed future school leaders.

Having an educational leadership certificate is tightly connected to Oregon's emphasis on building an educator workforce that matches the cultural and linguistic assets of our children, families, and communities. This goal is codified in HB 3375 (2015) and all public Oregon educator preparation programs are committed to making progress toward these goals. In this manner, this focus in MSED Interdisciplinary Professional Studies with an embedded certificate (or stand alone certificate) is directly aligned to institutional and statewide goals for K-12 student success. Additionally, the courses linked with this certificate are tightly aligned with standards identified by several accrediting bodies, special interest groups, and state law including requiring approval by Oregon Teacher Standards and Practices Commission (TSPC), the Professional Standards for Educational Leaders (PSEL) approved by the National Policy Board for Educational Administration (NPBEA) and Council for Chief State School Officers (CCSSO).

The courses in this certificate are designed to immediately support the needs of one of the largest school districts in Oregon and plans to explicitly grow more principal leaders in other Oregon school districts with the cultural and linguistic assets needed. This educational leadership focus holds the strong values of diversity, equity, inclusion, and advocacy for change that rests at the foundation of all Western educator programs. The result of this collaborative work is the academic opportunity through courses in this certificate under review here.

For the first offering of this MSED in Interdisciplinary Professional Studies with a focus on educational leadership, we will have a closed cohort of students from Salem Keizer School District with plans for future SKSD cohorts. As we fine-tune this educational pathway and related learning experiences, and as there is space in the classes, we will work with other OR school districts and individual teachers who have expressed interest in learning more about school leadership. No other students or programs will be impacted and certificate presented here has been vetted and approved by our Dean, Dr. Mark Girod, Associate Dean, Dr. Marie LeJeune, and Associate Provost for Academic Effectiveness, Dr. Judy Sylva.

We may be in a position to start this first cohort spring 2024 (under the MSED IDPS) with no certificate due to the timeline it takes to get approval for certificates. However, as soon as the certificate is approved, we can discuss this new element with potential candidates.

Is this a stand-alone certificate? Yes

If the certificate is part of one or more minors, please indicate which ones

Anticipated start date Spring 2024

Where will the program be delivered? WOU Campus (in-person or online)

How will the courses be offered? Hybrid

Proposed Classification of Instructional Programs (CIP) number. 13.0401

Title of new program, requirement, focus, or concentration Educational Leadership Certificate

Faculty Listing

Coordinator and NTT Instructor: Steve Nelson

Professor: Alicia Wenzel

Associate Professor: Cindy Ryan

Associate Professor: Jackie Caires-Hurley

Assistant Professor: Dani Lane

Assistant Professor: Lin Wu

Mission, Learning Outcomes, Etc.

Course Goals

1. Effectively apply the content expertise (knowledge, skills, dispositions) of their education profession
2. Use research and evidence to develop environments that support and assess learning in their own professional practice
3. Show commitment to, and develop professional, educational leadership attributes

“GLOs”

- 1. Applied Skills
- 2. Core Content
- 3. Dispositions

Description

If this section does not consist of catalog-ready content, you will be asked to revise your proposal. If you are uncertain of how to prepare catalog-ready content, please contact the staff in the Office of the Registrar.

Certificate name: Educational Leadership Certificate

Courses required:

- 1. EDLR 610 Foundations of Educational Leadership (3 credits)
- 2. EDLR 611 Principal Leadership in Equity, Inclusion and Cultural Responsiveness (3 credits)
- 3. EDLR 612 Principal Leadership in Instructional Practices (3 credits)
- 4. EDLR 613 Principal Leadership in Supports for All Students (3 credits)
- 5. EDLR 614 Principal Leadership in Family and Community Engagement (3 credits)
- 6. EDLR 615 Principal Leadership in School Improvement and Data-Driven Decision Making (3 credits)
- 7. EDLR 616 Principal Leadership in Law, Policies, and Social Justice (3 credits)
- 8. EDLR 617 Principal Leadership in Human Capital and Resource Management (3 credits)
- 9. One 3-credit 600 level course (approved by WOU DEL coordinator or advisor)

Total Credits: 27

Catalog ID:

Program Outcomes

Learning Outcome	Alignment to University Learning Outcomes
Use research and evidence to develop environments that support and assess learning and their own professional practice.	Applied Skills
Effectively apply the professional content expertise, knowledge, skills, and dispositions of their education profession.	Core Content Knowledge
Show commitment to and develop professional education leadership attributes.	Graduate Dispositions

Learning Outcomes (formatted for catalog)

- 1. Use research and evidence to develop environments that support and assess learning and their own professional practice.
- 2. Effectively apply the professional content expertise, knowledge, skills, and dispositions of their education profession.
- 3. Show commitment to and develop professional education leadership attributes.

Targeted Professions

This advanced educational opportunity meets the needs and interests of Salem-Keizer - as well as the schools and communities that we serve - enabling us to help cultivate more qualified and competent school leaders for Oregon schools. With a growing diverse PreK-12 student population, and changing needs of today's schools and students, competent, culturally responsive and more ethnically diverse school leaders are needed who understand and can respond effectively to student and community needs. Additionally, there is an extremely high turnover rate in Oregon superintendents which causes turmoil for communities, districts, and their students and families. Preparing educational leaders, who are more knowledgeable of today's school, student and community needs is critical so districts have a pool of qualified leaders who can eventually move into teacher leader or administrative positions; the pipeline of school leaders is strained causing challenges due to inconsistent school leadership. This certificate is aimed at candidates who want more knowledge and skills related to educational leadership but do not want to complete the practicum or do not have the time to do so presently. However, candidates can return to complete the practicum at a later time if they desire to be eligible for the OR Principal's License.

List closely related programs at WOU or other Oregon colleges and universities and the way in which this program complements other similar programs in other Oregon institutions and other related programs at WOU.

We have an organizational leadership degree at WOU that addresses leadership with some cross over but the courses in this certificate are aligned to Educational Leadership state and national standards (not the same focus or work as courses in OL). There are other Educational Leadership certificates and programs at other OR universities but it is unlikely that this certificate, or the related program, will impact enrollment in other Oregon leadership development programs. Our coursework is heavily focused on diversity, inclusion and equity and targeting needs of our closest K-12 school district partners.

Programs affected/consulted

- No other programs will be affected at WOU. And, This course is unlikely to impact enrollment in other Oregon leadership development programs.

Many individuals and groups have been consulted: We consulted with Dean Mark Girod about this course and the "bundle" we are submitting, Dean Girod communicated with Provost Cole (spring, summer, and fall 2023), Dean Girod and Dr. Marie LeJeune-Associate Dean of Clinical Practices-communicated with TSPC (summer 2023), Dr. Cindy Ryan-DEL's Division Chair, Dr. Josh Schultz-Coordinator of DEL's MEd Program, Salem-Keizer administration and human resources department leaders (spring, summer, and fall 2023), DEL Faculty (spring and fall 2023), DEL's Grad Curriculum Committee (fall 2023), and WOU's Registrar Amy Clark (summer and fall 2023).

All consulted support our effort to produce courses that develop and extend knowledge, skills, and dispositions related to Educational Leadership and those interested in school leadership such as principal positions.

Additionally, we consulted a literature review commissioned by the Wallace Foundation (2004), *How Leadership Influences Student Learning*, that shed important light on the role of leadership in education as it related to student outcomes. We also consulted work commissioned by the Wallace Foundation (2021), *How Principals Affect Students and Schools: A Systemic Synthesis of Two Decades of Research*, that further illustrated the importance of leadership in schools, and highlighted an even deeper impact from leadership on student outcomes, teacher satisfaction and retention, student attendance, and reductions in exclusionary discipline, all of which are significant contributing factors in the elimination of disparity, disproportionality and predictability of underserved, marginalized student groups. We also consulted two additional resources: 1) a framework developed by the Educator Advancement Council (EAC) through the work of the Statewide Leadership Advisory Committee (SLAC), a statewide leadership development group, working on building a comprehensive system to ensure culturally responsive leaders for every school in the state of Oregon., and 2) the NELP building-level standards which were designed for institutions undergoing Council for the Accreditation of Educator Preparation (CAEP) accreditation and NELP program review (The NELP building-level standards are appropriate for advanced programs at the master, specialist, or doctoral level that prepare assistant principals, principals, curriculum directors, supervisors, and other education leaders in a school building environment. The NELP building-level standards are provided by the National Educational Leadership Preparation, Specialized Professional Association, sponsored by the National Policy Board for Educational Administration).

Lastly, we have consulted with Amber Deets in the Graduate Office and Judy Sylva in the Provost's Office to discuss these certificates-both support the creation and see the value for candidates, our K-12 community partners, and WOU.

Briefly describe how the proposed program aligns with WOU's strategic priorities

This new certificate is tightly connected to Oregon's emphasis on building an educator workforce that matches the cultural and linguistic assets of our children, families, and communities. This goal is codified in HB 3375 (2015) and all public Oregon educator preparation programs are committed to making progress toward these goals. Further with WOU's Mission of creating lasting opportunities for student success through transformative education and personalized support, this certificate provides candidates with this experience specifically focusing on Student Success (item 3), Academic Excellence (1.1, 1.2, 5.2, 5.4) and all key elements of Community

Engagement (1-4). We also align to aspects of Accountability (1.1, 2.3, 3.5, 4.2) and Sustainability and Stewardship (1.2, 1.3, 5.1, 5.2, 6.2).

Briefly describe how the proposed program meets regional or statewide needs and enhances the state’s capacity to improve educational attainment in the region and state

This advanced educational opportunity of providing an stand-alone or embedded Principal's Licence certificate meets the needs and interests of Salem-Keizer - as well as the schools and communities that we serve- enabling us to help cultivate more qualified and competent school leaders for Oregon schools. With a growing diverse PreK-12 student population, and changing needs of today's schools and students, competent, culturally responsive and more ethnically diverse school leaders are needed who understand and can respond effectively to student and community needs. Additionally, there is an extremely high turnover rate in Oregon superintendents which causes turmoil for communities, districts, and their students and families. Preparing new administrators, who are more knowledgeable of today's school, student and community needs is critical so districts have a pool of qualified leaders who can eventually move into superintendent positions; the pipeline of school leaders is strained causing challenges due to inconsistent school leadership.

This new certificate is tightly connected to Oregon’s emphasis on building an educator workforce that matches the cultural and linguistic assets of our children, families, and communities. This goal is codified in HB 3375 (2015) and all public Oregon educator preparation programs are committed to making progress toward these goals. In this manner, the focus of this certificate is directly aligned to institutional and statewide goals for K-12 student success. Additionally, this certificate is tightly aligned with standards identified by several accrediting bodies, special interest groups, and state law including requiring approval by Oregon Teacher Standards and Practices Commission (TSPC), the Professional Standards for Educational Leaders (PSEL) approved by the National Policy Board for Educational Administration (NPBEA) and Council for Chief State School Officers (CCSSO).

What is the plan to recruit students to this proposed new program? Have you established a marketing plan to promote this new program and informed MarCom? Please briefly describe the plan.

We are working with SKSD who recently received a large grow your own grant dedicated to supporting education of future leaders. They will be reaching out directly to their teachers through emails, newsletters, direct conversations, and their in-house educator leadership academy to help inform their staff about this certificate and MSED option. Student tuition will be used to continue to market and attract new SKSD and DEL will host informational and advising sessions for SKSD potential candidates regarding this certificate as a stand-alone or embedded option. Graduate advisors will share information with current and potential graduate students. Further, information about this certificate and the MSED IDPS will be advertised on the WOU Graduate School website. We will discuss with MarCom marketing options once we get approval.

What is the budget source for the plan to attract new students to this proposed new program?

We are working with SKSD who recently received a large grow your own grant dedicated to supporting education of future leaders. They will be reaching out directly to their teachers through emails, newsletters, direct conversations, and their in-house educator leadership academy to help inform their staff about this certificate and MSED option. Student tuition will be used to continue to market and attract new SKSD and DEL will host informational and advising sessions for SKSD potential candidates regarding this certificate as a stand-alone or embedded option. Graduate advisors will share information with current and potential graduate students. Further, information about this certificate and the MSED IDPS will be advertised on the WOU Graduate School website.

Will new sections of courses or additional hires be needed to offer this program? What are the faculty salary budget impacts of this proposed new program? Will additional facilities be required?

Yes new sections and hires (NTTs) will be needed. Western Oregon University has a long history of academic program delivery in educator preparation. There are adequate facilities including library, technology, and other pedagogical materials available to support this course. This course will be online so no physical space will be needed for course meetings. For the first few cohorts, we have established FTE funded by GYO grant funding (at least two years). As the program grows, it is imagined that the FTE for coordination will be similar to our other programs in the division where staffing is assigned based on the number of students, accreditation expectations, etc. and where funds come from student tuition.

Supporting Documents

Thumbnail	Name	Size	Actions
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Related Courses:

No related courses found

Department Head/Program Coordinator decision:



Yes by Joshua Schulze (2024-01-11 02:52:22)

Comments:

Division Chair decision:



Yes by Cindy Ryan (2024-01-11 08:02:01)

Comments:

Division Curriculum/Graduate Chair decision:



Yes by Dana Ulveland (2024-01-12 15:29:08)

Comments:

Graduate Committee decision:



Yes by Joshua Schulze (2024-02-20 16:33:38)

Comments:

Faculty Senate decision:



Yes by Stephen Scheck (2024-03-12 19:29:21)

Comments:

COE Dean decision:



Yes by Mark Girod (2024-03-13 09:40:14)

Comments:

Provost decision:



Yes by Jose Coll (2024-03-19 22:46:40)

Comments:

President decision:



Yes by Jesse Peters (2024-03-21 08:16:22)

Comments:

External Review Recorder decision:



Yes by Jose Coll (2024-04-26 11:51:42)

Comments:

Registrar decision: Pending: Amy Clark (clarkaj@wou.edu), Susan Hays (hayss@wou.edu), Jason Horne (hornej@wou.edu), Breeze Potter (potterb@wou.edu)

Sent to Amy Clark (clarkaj@wou.edu), Susan Hays (hayss@wou.edu), Jason Horne (hornej@wou.edu), Breeze Potter (potterb@wou.edu)on:

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program: Educational Leadership Certificate

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)	40,000 (.60)	0	0	0	0	40,000 (.60)
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	9,000 (.15)	0	0	0	0	9,000 (.15)
Fellowships/Scholarships	0	0	0	0	0	0
OPE	74,000	0	0	0	0	74,000
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	123,000	0	0	0	0	123,000
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	123,000	0	0	0	0	123,000

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program:

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From current budgetary unit	Institutional reallocation from other budgetary unit	From special state appropriation request	From federal funds and other grants	From fees, sales, and other income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	10,000 (.15)	0	0	0	0	10,000 (.15)
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	3,000 (.05)	0	0	0	0	3,000 (.05)
Fellowships/Scholarships	0	0	0	0	0	0
OPE	2,000	0	0	0	0	2,000
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	15,000	0	0	0	0	15,000
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	15,000	0	0	0	0	15,000

Budget Outline Form: Year 3
Estimated Costs and Sources of Funds for Proposed Program:

Total new resources required to handle the increased workload, if any.

If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From current budgetary unit	Institutional reallocation from other budgetary unit	From special state appropriation request	From federal funds and other grants	From fees, sales, and other income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program:

Total new resources required to handle the increased workload, if any.

If no new resources are required, the budgetary impact should be reported as zero.

	Column A	Column B	Column C	Column D	Column E	Column F
	From current budgetary unit	Institutional reallocation from other budgetary unit	From special state appropriation request	From federal funds and other grants	From fees, sales, and other income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0



WOLFIE Chatbot - One year later

MEET WOLFIE

In Spring of 2023, students at Western Oregon University were introduced to Wolfie, a behaviorally smart SMS chatbot that proactively checks in with them using an evidence-based retention framework, connects them to resources, and answers their questions about WOU.

Through Wolfie, WOU is able to capture the student voice - a critical, yet usually missing, data point in retention solutions.





SHOUT OUT to the Behind the Scenes Team

- The team from **EdSights**
 - Madison Nealon - Partner Success Specialist (and creator of the graphics for this presentation)
 - Cara Annunziata - initial Partner Success Specialist (initiated at the contract with WOU)
 - Madison Wilkinson - head of implementation (lead the implementation of the resource data)
- The team from **WOU**
 - Paige Jackson and Jen Koshnick, Student Success & Advising
 - Malissa Larson and Tina Fuchs, Student Affairs
 - Samantha Brubaker, University Computing Solutions
 - Student Success and Advising Advisors
 - Professional Advisors in SSA, SEP, MSSP, and TPSSS
 - Financial Aid
 - CARE Team



Student Engagement

Below is an overview of student engagement with Wolfie

96% STUDENT
OPT-IN

96% of students are opted-in to receive texts from Wolfie

ABOVE EDSIGHTS AVERAGE ✨

71% STUDENT
ENGAGEMENT

71% of students are actively engaged and texting Wolfie

ABOVE EDSIGHTS AVERAGE ✨

28,690+ STUDENT
TEXTS

Wolfie has received over 28,690 texts in the last year



WHAT STUDENTS ARE SAYING TO WOLFIE

thanks wolfie!

You're my favorite

Have a good day

thanks for checking in Wolfie 🐾

Thank you, you rock 😊🐾

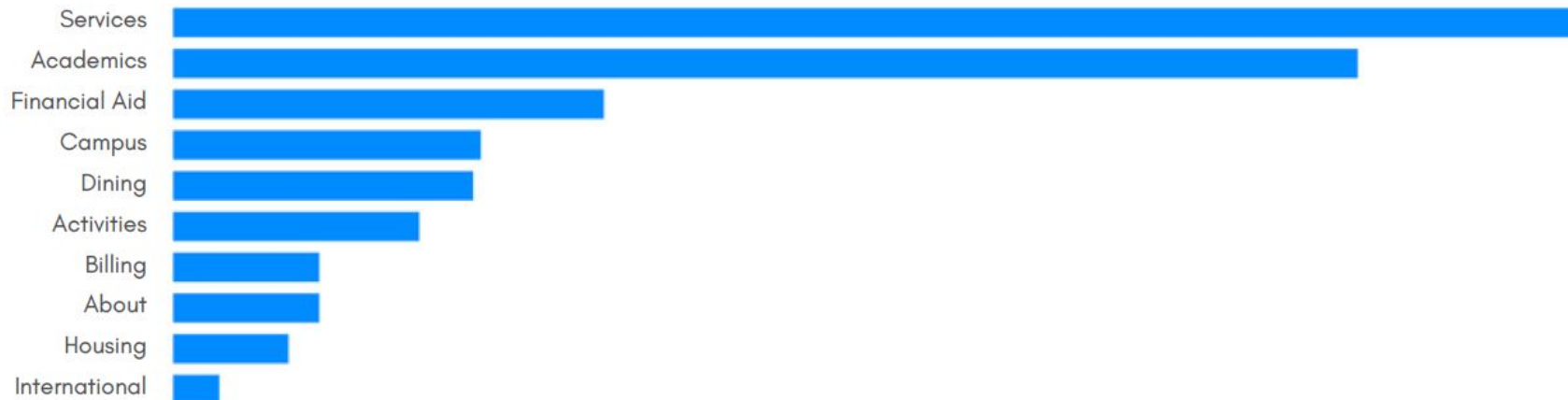
Sweet! Thanks Wolfie

Wolfie I love you and your kind soul

You're such a great help!

You da best Wolfie!

TOPICS STUDENTS ARE ASKING ABOUT





Student Voice Score

The first industry-wide benchmark to measure student satisfaction. A simple yet transformative approach that allows institutions to understand their students' journeys and grasp the heartbeat of their institution. With the SVS, student satisfaction is no longer just a concept but a quantifiable reality.

Alicia 🙌 Your feedback matters to us.

On a scale of 0 to 5, how likely are you to recommend Western Oregon University to a friend?

(0 = Not At All, 5 = Very Likely)

63 **Your Spring 2023 SVS**
74.9% of students were promoters, and 11.9% were detractors
Top 20th percentile!

54 **Your Sector**
Average SVS across public, 4-year

45 **Industry Average**
Average SVS across all institutions partnering with EdSights

Retention Activity

32 RETENTION
CHECK-INS

Since September 2023, Wolfie has sent 32 proactive, **research-backed retention check-ins** to students to measure how they are doing in key areas that drive student success and persistence

2,050+ CONNECTIONS
TO RESOURCES

With no staff lift, Wolfie has **uncovered barriers and connected students to resources in over 2,050 instances**



Intervention Highlights



FLAGGED 47 STUDENTS WORRIED ABOUT NOT DOING WELL IN THEIR CLASSES

Wolfie identified 47 students who said they were worried about not doing well in their classes in the Winter Quarter so he encouraged them to reach out to the Student Success and Advising Office and SSA Peer-Tutoring. He also flagged them for additional administrative follow-up



SUPPORTED 51 STUDENTS EXPERIENCING FOOD INSECURITY

Wolfie identified 51 students who said they were facing high stress due to access to food so Wolfie connected them to the WOU Food Pantry and Abby's House



Review Interventions



Opportunity for Follow Up

Wolfie identified 9 student(s) who said they are feeling "Nervous/Overwhelmed" about the term, need academic support, and are facing an issue that may make it hard for them to stay in school 🇧🇷 Wolfie directed them to the following resource(s): Student Success and Advising Office and SSA Peer -Tutoring Program 📄 Download the report to read any comments they shared and follow up, if necessary 🍌



Action Taken by EdSights

Wolfie identified 42 student(s) who said they are feeling "Nervous/Overwhelmed" about the term and need academic support so Wolfie directed them to the following resource(s): Student Success and Advising Office and SSA Peer -Tutoring Program 📄



Opportunity for Follow Up

Wolfie identified 3 student(s) who said they are feeling "Nervous/Overwhelmed" about the term, need financial support, and are facing an issue that may make it hard for them to stay in school 🇧🇷 Wolfie directed them to the following resource(s): Financial Aid 📄 Download the report to read any comments they shared and follow up, if necessary 🍌

Dropout Alert

Action Taken by P.J.

Date Triggered: 4/9/2024, 5:52:21 PM

Name: [REDACTED]

Number: [REDACTED]

Email: [REDACTED]

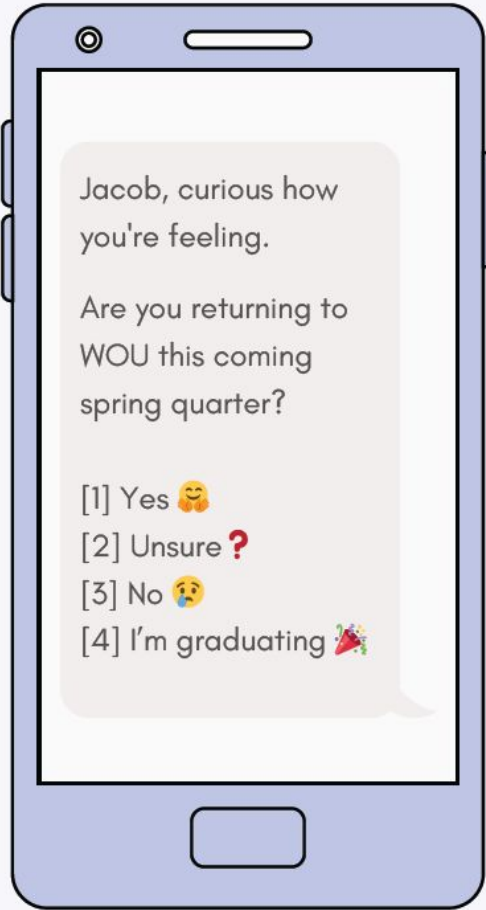
Student ID: [REDACTED]

Previous SMS Text: [04/09/2024 5:52pm] Don't give up - it'll be worth it. You'll be so proud at the end of this. Individuals with a college degree earn 30% more than individuals without a degree. It's not easy, but most great things aren't. I have full confidence you'll get through this!

Incoming SMS Text: [04/09/2024 5:52pm] I wanna drop out

Outgoing SMS Text: [04/09/2024 5:52pm] I am sorry things haven't been going so smoothly at school. We want you to succeed here! Unfortunately, I'm just a chatbot and not the best one to help. I suggest you speak to your advisor or a human helper at your institution to discuss your options and plan a path forward.

Remove Action Taken



Term Persistence Check-in

Every semester, Wolfie sends an automatic text to all students asking them if they plan to return to WOU the following term

This winter, 49 students told Wolfie they were **unsure about returning** to WOU in the spring



Due to targeted intervention from WOU staff, **38 of those students enrolled** this spring

This represents **\$309,624*** at-risk tuition saved through just one of Wolfie's check-ins

**Based on revenue from cost of in-state tuition minus average institutional grant*

Custom Campaigns

Through the use of Custom Campaigns, Wolfie is helping WOU personalize student support, capture data at scale, increase resource awareness, and provide a deeper connection to campus for students.

NUDGE

Joel, check out these reminders as you prepare for registration 📌

- 1 Check email for registration time
- 2 Check for holds
- 3 Register by November 17th

Questions? Check out our registration page here 📌
<https://wou.edu/registrar/paperless-registration-students/>

ENGAGE

Dara, wishing you a joyous New Year from the entire WOU community 🎉

I'm curious, which song helped you navigate through 2023?

Reply with the title and artist, and I might include it in a playlist for everyone to groove to 🕺

COLLECT DATA

Hi, Janelle! We are getting close to Spring course registration.

How are you feeling about the academic advising process?

- [1] Great 😊
- [2] Okay 😐
- [3] Not good 😞



Questions?

Academic and Student Affairs Committee Report Jose Coll, Provost and Vice President of Academic Affairs May 2024

I. Promotion & Tenure: Congratulations to the following faculty members:

Dr. Shari Hopkins, Associate Professor
Dr. Emily Vala-Haynes, Full Professor
Dr. Dana Schowalter, Full Professor
Professor Daniel Tankersley, Full Professor
Dr. Tad Shannon, Full Professor
Dr. Shaun Hansen, Full Professor

II. Pastega Award May 22, 2024 Congratulations to the following recipients:

Excellence in Scholarship: Patricia Goldsworthy-Bishop, Professor of History
Excellence in Service: Earlene Camarillo, Associate Professor of Politics, Policy, and Administration
Excellence in Teaching: Brooke Dolenc Nott, Assistant Professor of Psychological Sciences
Award for Staff Excellence: LouAnn Vickers, Senior Executive Assistant to the President

III. Pilot Program for Conditional Admissions Fall 2024: Starting Fall 2024 Academic Affairs will begin a pilot program to support conditionally admitted students based on high impact practices. Several faculty have volunteered to participate and academic affairs will be utilizing resources from Title III grant to incentive and support the pilot. The goal will be to increase retention and academic success while exploring possible conditions to existing conditional admits.

https://drive.google.com/file/d/15GYyfwJfaPrGpj-rwVw2I2Kfp9BWd_V/view

IV. The Office of the Provost - is completing the academic affairs strategic plan with three main goals that support and enhance WOU's strategic plan and which will be used to guide our colleges and units across academic affairs in their individual strategic plan.

- Streamline and increase the efficiency of academic processes.
- Establish a collaborative decision-making framework for academic affairs.
- Integrate core liberal arts competencies into academic degree programs and co-curricular experiences, ensuring all students develop critical thinking, communication, analytical reasoning, and interdisciplinary problem-solving skills.

V. Minor and Graduate Certificate Proposals

- [P17980](#) Principal License Certificate (Alicia Wenzel, Education and Leadership: Master of Science in Education)
- [P17990](#) Educational Leadership Certificate (Alicia Wenzel, Education and Leadership: Master of Science in Education)
- [P18186](#) Neuroscience Minor (Michael Baltzley, Natural Sciences & Mathematics: Biology with Jay Schwartz, Psychology)

VI. National Science Foundation (NSF) Award - Project Overview

Western Oregon University first NSF Grant: Earth and Environmental Science program recently received a three-year \$420,000 GEOPATHs (Pathways into the Geosciences - Earth, Ocean, Polar and Atmospheric Sciences) grant from the National Science Foundation Division of Research, Innovation, Synergies and Education (RISE). The project will engage WOU undergraduate students in Earth and Environmental Science with a scaffolded mix of course-based training, service learning, and workplace skill building. The primary goal of the NSF GEOPATHs funding opportunity is to increase the number of students pursuing undergraduate degrees through the design and testing of novel approaches that engage students in authentic, career-relevant experiences. A priority of the program is to diversify and increase participation in the geoscience professions, and to address the growing need for a STEM-trained workforce in managing societal energy, environment, and natural resource challenges over the coming decades. The WOU GEOPATHs project focuses on the broad theme of water in the environment, and is titled “Strengthening the Geo-STEM Learning Ecosystem: Undergraduate Connections to Community Water Resource Partnerships”. Co-Principal investigators on the project are WOU Geology Professors Steve Taylor and Jeff Templeton.

Academic and Student Affairs Committee (ASAC) Report - May 2024

Tina M. Fuchs, Vice President for Student Affairs

Admissions

- Application Data from the weekly SZRAWOU (aka “Z”) report (Banner/University created) and Slate (Admission CRM)
- **Z Report (week of 5/10) - Undergraduate applications**

Year	Apps	Admits
2024	3834	3026
2023	3817	2802
%	+ .45%	+8.0%

Slate App #'s (using completed app #'s)

- Application growth (2023-2024), +2.93%
 - Submitted apps are only 1.08% growth in applications
- Admit growth (2023-2024), +1.86%

Funnel Progression YTD

Metric	Started Apps	Submitted Apps	Completed Apps	Completion Rate	Admits	Conditional Ad...	Admit Rate
Fall 2022 YTD							
Freshman	2865	2803	2502	89.26%	2482	1125	99.20%
Post-Bac	1	1		.00%			
Transfer	522	501	424	84.63%	420	6	99.06%
Total	3388	3305	2926	88.53%	2902	1131	99.18%
Fall 2023 YTD							
Freshman	3692	3246	2730	84.10%	2695	866	98.72%
Post-Bac	29	16	11	68.75%	10		90.91%
Transfer	641	539	433	80.33%	417	2	96.30%
Total	4362	3801	3174	83.50%	3122	868	98.36%
Fall 2024 YTD							
Freshman	4006	3386	2879	85.03%	2812	734	97.67%
Post-Bac	22	10	9	90.00%	7		77.78%
Transfer	530	446	379	84.98%	361		95.25%
Total	4558	3842	3267	85.03%	3180	734	97.34%

Admissions has worked on a virtual tour of campus buildings and spaces partnering with the Educational Advisory Board (EAB) subsidiary, **YouVisit**. The virtual tours are now LIVE and you can find them on the Admissions main webpage: <https://wou.edu/admission/visit/> (scroll to Visit Us, Virtually located on the middle of the webpage).

Financial Aid

Over the course of the last several months, Financial Aid and University Computing Solutions (UCS) have been working with external partners to make sure our Banner Financial Aid system was ready. All updates that we know of are completed and we are in the PROD phase of the Banner updates.

WOU FAFSAs

As a result of the changes to the FAFSA and the process, we understood there may be a sharp decline in FAFSA submissions, on average of 20% nationwide. Financial Aid was able to pull FAFSAs designated for WOU into our system this week. As of Tuesday, April 30:

- Unique FAFSAs: 5,496 compared to 4,997 this time last year at this time (9% increase)
- Note of interest: of the unique FAFSAs received, 2,827 are Pell Eligible (51.5%)

Verification has also been a concern where student FAFSAs are selected by the Department of Education to verify information provided. The concern relates specifically to delays in awarding financial aid. Last year WOU had (in total) 1,020 FAFSAs selected for verification. The Department of Education made a promise this year to reduce the number of files selected for verification. As of April 30, we have 19 applications selected for verification. This is good news and shows that the Department of Education is making good on their word.

Timeline for Awarding

Financial Aid, UCS, and our external partners have finished updates to Banner. Packaging of Financial Aid is currently taking place, with the first batch of graduate students having been awarded. The next round will include undergraduate student awarding with the goal of sending out award letters starting Friday, May 17. As packaging and awarding has been happening, further Banner refinements are taking place as needed.

Special thanks to Kella Helyer, Director of Financial Aid, the Financial Aid team, and members of the University Computing Solutions team for navigating this technically burdensome process.

New Student & Family Programs (NSFP)

The NSFP team is deep into the planning for Summer Connect Days, Destination Western, and Welcome Week. Student leaders are being trained to serve in their roles relative to each of these phases of orientation.

Summer Connect Days are scheduled for July 10, 12, 13 and will allow students and their families to explore campus, learn about resources important for them to know in advance of attending in the Fall, and meet with campus departments to take care of any last questions or processes that are yet to be completed.

University Housing

- As of May 13th there are currently 858 students living on campus, as compared to 800 this time last year (up 7%)
- New incoming applications are down 22% from this time last year.

- Current students living on campus who have signed up to live on campus next year are up 13% from this time last year. Total reservations for the 2024-2025 academic year are down 7%.
- Housing, Dining, and Conference Services are gearing up for a busy summer conference season hosting a number of camps and events, including WOU athletic camps, WOU Upward Bound residential program and a number of groups attracting high school students.

Abby's House, Center for Equity & Gender Justice

Abby's House recently received a one year \$50,000 grant through the [Spirit Mountain Community Fund](#). Our goals for the project include:

- Develop more robust community partnerships to increase level of wraparound support for individuals needing basic needs & DV/SA survivorship support
- Grow DV/SA specific programming to include adequate staff to oversee support groups for survivors on campus & campus-wide DV/SA education & bystander intervention opportunities
- Grow our funds for emergency services for DV/SA survivors & basic needs support (gas cards, food, clothing) to individuals/families in need

Student Engagement

Student Engagement, Associated Students of Western Oregon University (ASWOU), The Stonewall Center, and the Student Activities Board (SAB) have hosted or are planning a variety of events this spring term.

One program of note was the annual Holocaust Remembrance Day, Yom HaShoa. Organized as a passive program held over three days (May 6-8), Student Engagement organized a group of volunteers who planted flags of different colors representing different groups who were killed during the holocaust. Flags represented such groups as Jewish people (adults and children), LGBTQ+, Polish civilians, Serbian civilians, Soviet civilians, Jehovah's Witnesses, and others.

Upcoming events include Groove in the Grove, the Wolf Awards, Lavender Graduation, Black Graduation, Celebrating Identities, Senior Sendoff/Sunset, Hopscotch Immersive Art event, Wings and Wave excursion, and many other activities as we close out the year. Student Clubs and Organizations are projected to have hosted 400 events for this academic year based on event data. Over 15% of the students have participated in an event this year as logged by attendance data on Presence. This is up from 11% last year.

Student Media works diligently to create and produce the [Western Howl](#), [KWOU](#) (WOU's student run internet radio station) and the [Northwest Passage](#). They are hiring next year's Editor in Chief (Western Howl) and Station Manager (KWOU). They will also be honoring the WOU students that are graduating in the Western Howl. Pieces submitted over the year for the Northwest Passage will be celebrated in June at a celebration gathering.

Student Health and Counseling Center (SHCC)

Student Health and Counseling Center has hired two full time counselors with one being bilingual. They are also conducting an internal search process to hire a female medical provider (they currently have a female provider under contract, but not a permanent position).

Vice President for Student Affairs

We have made more progress on the [ASAC Work Plan](#) for 2023-24 since our last meeting.

Updates include:

- Destination Western (and New Student and Family Programs) funded for FY25 (E&G funds)
- Requests for additional funding included:
 - Paying peer leaders (MCRs) in MSSP (currently volunteer)
 - Meeting state and federal compliance by funding a Confidential Advocate in Abby's House (currently funded by a grant that is expiring in August)
- Hired two mental health counselors, with one counselor being bilingual
- Translated the Code of Student Responsibility into Spanish - available at the beginning of the summer.
- The Enrollment Deposit has a completion date of December 1, 2024
- Conditional Admission policy is currently under review.
- EAB representatives visited campus to discuss enrollment trends and assess WOU's policies and practices. A formal report will be submitted to the Vice President and the President with highlights and recommendations.

Conditional Admit Support Pilot

A collaboration between FYS and SSA
Leanne Merrill, FYS Coordinator

Data for conditionally admitted students (A6)

	FA22 A6 admits	FA23 A6 admits	Difference
N	260	216	
Avg HS GPA	3.2	2.8	-0.4
Fall to Winter Persistence	95%	84%	-11%
Avg Credit Completion Rate	82%	78%	-4%
Avg institution GPA	2.67	2.28	-0.39

Fall 2024 Pilot Program

- FYS Cohort Model – It’s the End of the World as We Know It / (and I Feel Fine)
 - Rachel Harrington and Marie LeJeune coordinating classes
 - Same students in both classes
- Peer Academic Coaching – Student Success and Advising
 - Two PACs attend classes and help facilitate
 - 1-1 meetings between PACs and students 2x per term
 - Focus on community, belonging, help-seeking behaviors
- Title III supported
- Recruitment strategies
- Measuring effectiveness