



**TELEPHONIC MEETING OF THE WOU BOARD'S
ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)**

Meeting No. 2

January 8, 2016

9:00-10:00 am

Public Site: President's Conference Room, Lieuallen Administration Building, 2nd Floor

AGENDA

- (1) CALL-TO-MEETING AND ROLL CALL**
- (2) CHAIR'S WELCOME/ANNOUNCEMENTS**
- (3) UPDATE ON FUTURE STUDENT HEALTH AND COUNSELING CENTER (Dukes)**
- (4) UPDATE ON VETERANS' CENTER (Dukes)**
- (5) UPDATE ON STUDENT LEARNING OUTCOMES ASSESSMENT INITIATIVES (Scheck)**
- (6) ENROLLMENT UPDATE (Scheck)**
- (7) UPDATE ON NWCCU ACCREDITATION REPORT (Scheck)**
- (8) ACTION ITEM: MINOR IN EDUCATIONAL PSYCHOLOGY (Scheck)**
- (9) ADJOURNMENT**



New Faculty Senate Committee AY 2015

GENERAL EDUCATION ([home](#))

Meets: 3rd Tuesdays, 3:30 p.m. in HL 210

Representatives: BS, BE, CS, CA, DSPS, HEX, HUM, LIB, NSM, SS, TE

Students: Up to 2

Ex-Officio: Center for Academic Innovation, Registrar's Office

Committee Chair: Robert Monge (monger@wou.edu)

The General Education Committee shall:

1. Provide oversight of Western Oregon University's general education program, which includes working with faculty, staff, and students to ensure that WOU offers a comprehensive, accessible, and dynamic general education curriculum that is aligned with institutional learning outcomes.
2. Manage information, processes, and requirements for proposing courses for D, LACC, Q, and W designations; conduct regular review of criteria and update application materials, as needed.
3. Review curriculum proposals for D, LACC, Q, and W designations according to the established criteria.
4. Maintain a resource bank for D, LACC, Q, and W course design, based on voluntary submissions from faculty and work with the Center on Academic Innovation to provide resources that support general education instruction.
5. Provide assistance and consult with the Registrar on matters pertaining to general education curriculum and transfer articulation.
6. Coordinate committee functions with relevant campus stakeholders (e.g., Faculty Senate Executive Committee, Curriculum Committee, Academic Requirements Committee, etc.).



Assessment Facilitation Steering Committee (AFSC)

Charter

MISSION

The Assessment Facilitation Steering Committee (AFSC) is a university standing committee that is led by faculty and charged with advising the Provost on matters related to university assessment processes related to student learning outcomes for general education (GELOs), undergraduate (ULO) and graduate degree programs, and minor and certificate programs. The AFSC will *not* oversee accreditation activities for academic units subject to external accreditation; its role in such activities will be supportive in nature.

AUTHORITY AND RESPONSIBILITIES

Assessment Policy

The AFSC is responsible for the review of and recommendation to the Provost on mechanisms employed by the university to assure compliance with Northwest Commission on Colleges and Universities standards on assessment of student learning outcomes or other similar requirements set forth by the Higher Education Coordinating Commission or the WOU Board of Trustees.

Assessment Procedures

The AFSC is responsible for advising, reviewing, and recommending actions to the Provost on specific strategies to ensure the valid assessment of student learning outcomes and effective use of data for the continuous improvement of academic programs.

Assessment Outreach

The AFSC is responsible for recommending potential supporting opportunities for faculty and staff in the areas of capacity building and curriculum assessment.

Coordination

The AFSC is a critical oversight committee whose work will link closely with Faculty Senate curricular and academic standards review, with academic units in the colleges, and with the University Advisory Council – the over-arching advisory council that ensures university mission fulfillment.

ORGANIZATION

Membership

The AFSC will consist of the academic deans, director of the Center for Academic Innovation, director of Service Learning and Career Development, a representative from the Office of Institutional Research, and up to six assessment liaisons drawn from interested faculty and endorsed by the Faculty Senate. The chair of the AFSC will be a faculty member recommended by the committee membership and affirmed by the Provost; a vice-chair will be selected by the committee. Efforts will be made to balance representation across colleges and academic divisions (including Library & Media Services) and to draw upon unique assessment strengths of the faculty membership.

Meetings

The AFSC will meet at least six times each academic year and may have summer meetings. A quorum is not required for the committee to meet and engage in official work.

Agenda, Minutes, and Reports

The chair, in collaboration with the vice-chair, is responsible for establishing the agendas for meetings. Minutes for all meetings shall be drafted by a member of the committee and submitted to the Provost and to the Faculty Senate president.

Reports will be submitted to the Provost and made available to Faculty Senate as an informational item.

Staff Designee

The director of the Center for Academic Innovation is designated as support staff for this committee.

Review of Charter

This charter shall be reviewed and reassessed by the AFSC at least annually, and proposed changes shall be submitted to the Provost for approval.

Document History

First draft, June 18, 2015 (Girod, Monahan, Scheck)

Second draft, June 24, 2015 (Baumgartner, Burton, Disney, Schmidt, Scheck)



HIGHER EDUCATION
COORDINATING
COMMISSION

Proposal for a New Academic Program

Staff Recommendation: Deans Sue Monahan, Mark Girod and Provost Stephen Scheck recommend ASAC forward to the full Board for approval

Institution: Western Oregon University
College/School: College of Liberal Arts and Sciences
Department/Program: Psychological Sciences
Proposed Degree and Title: Educational Psychology Minor

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number (42.2806).

Detail for CIP Code 42.2806

Title: Educational Psychology.

Definition: A program that focuses on the application of psychology to the study of the behavior of individuals in the roles of teacher and learner, the nature and effects of learning environments, and the psychological effects of methods, resources, organization and non-school experience on the educational process. Includes instruction in learning theory, human growth and development, research methods, and psychological evaluation.

- 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.

We are proposing a new minor entitled Educational Psychology. This interdisciplinary minor will help prepare students for work in fields that interface with Psychology and Education. As the name suggests, the proposed minor will include coursework in Psychology and Education. These areas of concentration were selected based on recommendations from the American Psychological Association Division 15 Educational Psychology (2015).

Program Objectives

Students completing the Educational Psychology minor will:

1. use critical thinking in analyzing theory, research, and practice related to educational psychology.
2. demonstrate understanding of complex cognitive, physiological, social, and motivational influences on learning, behavior, and mental health.

3. explain current approaches to assessing outcomes across diverse environments and populations.

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

The educational psychology minor will be planned with an advisor. The educational psychology minor will consist of 28-29 credit hours, of which at least 15 hours must be upper division. All students complete a required core, and then choose from options listed below according to criteria presented.

Required Core (13 or 14 credits):
Credits

- 1. PSY 201 General Psychology OR PSY 218 Psychological Foundations of Ed 4 or 3
- 2. PSY 360 Cognitive Psychology OR PSY 390 Theories of Learning
4
- 3. ED 200 Foundations of Education
OR ED 220 Introduction to Early Childhood Education
OR SPED 200 Careers in Human Services 3
- 4. ED 373 Introduction to Curriculum and Assessment 3

Electives (15-16): Must include at least 6 hours of ED or SPED coursework

- ED 230 Children’s Literature in Diverse Classrooms –
Or - ED 240 Young Adult Literature in Diverse Classrooms 3
- ED 270 Technology in Education—
Or - ED 326 Technology in Inclusive Early Childhood Settings 3
- ED 320 Typical and Atypical Development –
Or - ED 333 Applied Adolescent Learning and Development –
Or- ED 342 Applied Children’s Learning and Development 3
- ED 322 Early Childhood Motor Development and Movement Education 3
- ED 323 Health and Safety Practices in the Early Childhood Environment 3
- ED 324 Creative Arts in Early Childhood Settings 3
- ED 345 Designing Early Childhood Environments 3
- ED 348 Developmentally Appropriate Practices: EC Play,
Development & Literacy 3
- ED 370 Special Education—
Or- ED 371 Inclusive Practices in Early Childhood Settings –

Or- SPED 418 Survey of Special Education	3
ED 380 Infant and Toddler Development	3
ED 382 Early Childhood Education Family and Community Involvement	3
ED 481 Introduction to ESOL and Bilingual Education	3
SPED 447 Partnerships in Special Education	3
PSY 301 Introduction to Research Methods	4
PSY 311 Developmental Psychology	4
PSY 349 Introduction to Behavior Modification	4
PSY 411 Mentoring II	4
PSY 449 Psychology of Creativity	4
PSY 458 Language Development	4
PSY 463 Childhood Psychopathology	4
PSY 465 Motivation	4
PSY 480 Infancy and Childhood	4
PSY 482 Adolescence	4

All of the above courses currently exist and are offered on a regular basis.

- 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 curriculum associated with this program will be offered through the routine scheduling process currently offered at the Western Oregon University campus. Some courses are offered in online or hybrid formats to provide greater accessibility to students.

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

The proposed minor was built around currently existing courses and WOU faculty expertise. Faculty in psychology, and education have been consulted during the development of this proposed minor. All have agreed to teach the proposed curriculum.

f. Faculty resources – full-time, part-time, adjunct.

Curriculum will be offered by faculty currently teaching in the departments listed above. No additional faculty are needed to support this new minor.

g. Other staff.

No additional staff are needed to support this minor.

h. Facilities, library, and other resources.

No additional facilities or resources are needed to support this minor.

i. Anticipated start date.

As soon as the minor receives final approval, the availability of this minor will be publicized on campus websites, and advising materials available to students. If approved, we anticipate this minor will be available for students beginning in Fall 2016.

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.

Providing students with the option to minor in Educational Psychology is in keeping with WOU's goal to "*ensure the success of students and the advancement of knowledge as a service to Oregon and the region.*" Many of our students wish to pursue careers in "caring" professions related to working with children and adolescents (e.g., social, human, community services, and counseling). The proposed minor in Educational Psychology would provide students with a greater understanding of theory, research, and practice relevant to working with individuals in a variety of learning and educational environments. In line with WOU's mission to "*provide effective learning opportunities that prepare students for a fulfilling life in a global society*" the interdisciplinary nature of the proposed minor in Educational Psychology has been designed to help students understand complex cognitive, physiological, social, and motivational influences on learning, behavior and mental health. This knowledge will prepare students to deal with societal and global challenges that impact learning such as limited access to early childhood care and education for vulnerable and disadvantaged children, equal access to educational resources and appropriate support for individuals who identify as ethnic

and linguistic minorities and learners with disabilities (EFA Global Monitoring Report, 2015). In line with WOU's mission to support "*an accessible and diverse campus community*" the proposed minor is expected to attract both traditional and nontraditional students, as well as underrepresented populations including students who identify as Latina/Latino, and student of color with an interest in psychology and education. The above also support WOU's core themes of "*Effective Learning*" and "*Diversity.*"

- 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 the ethnic, cultural and linguistic diversity of Oregon learners increases, knowledge of complex cognitive, physiological, social, and motivational influences on learning, behavior, and mental health is important for the economy of Oregon (Annual Measurable Achievement Objective Report AMAO, 2014). As described above, the proposed minor in Educational Psychology contributes to institutional and statewide goals for quality learning as it was designed to help students develop effective critical thinking skills and show understanding of approaches to assessing outcomes across diverse environments and populations. Some of the course offerings will be provided in online or hybrid formats to increase access.

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

The proposed minor in Educational Psychology will contribute to educational attainment in the state by preparing graduates to work with diverse learners. Educational needs in Oregon have become increasingly diverse in the last 20 years. For example, the 2013–2014 school year, more than half of Oregon public school students (K-12) qualified for free or reduced priced lunch. Students of color represent approximately 35 percent of Oregon's student population, with the largest subgroup including Hispanic students. English Language learners entering Oregon schools speak more than 150 languages, with the largest concentrations speaking Spanish, Russian, Vietnamese, Chinese, and Somali (AMAO, 2014). For the same year, approximately 13 percent of Oregon students received special education services with the most common categories identified including specific learning disability and specific language impairment. (Saxton, 2014). Students completing a minor in Educational Psychology will understand the complex

cognitive, physiological, social, and motivational influences on learning, behavior, and mental health making them well suited to working with diverse learners in the state. Producing graduates with minors in Educational Psychology will support the regional and statewide economy by providing appropriately educated workforce to serve Oregon and the needs of its citizens (see 4d below). For example, with increased emphasis on assessment, and testing, understanding of assessment of outcomes for diverse environments and populations is increasingly important (Villegas-Gutiérrez, 2015). Students with a minor in Educational Psychology will be sensitive to and aware of different approaches to assessment best suited for providing fair and accurate assessments for diverse learners. Finally, a minor in Educational Psychology will provide students with an understanding of research, and practice related to education systems as well as understanding of outcomes for diverse populations, both of which are important for effective civic responsibility.

3. Accreditation

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

Although there are no professional accreditation standards for minors in Educational Psychology, this minor has been developed using standards provided by the American Psychology Association, Division 15 Educational Psychology.

- 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.

N/A. There are no professional accreditation standards in place to evaluate an Educational Psychology minor.

- 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. This is not a graduate program.

- 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.

N/A. Accreditation is not a goal for this minor

4. Need

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

We predict that we will have approximately 10 new minors per year, reaching 50 minors by the 4th year of implementation.

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

After 5 years, we predict that 40 students will have graduated with a minor in Educational Psychology.

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

Although this minor will be similar to other minors at WOU in terms of student characteristics, we anticipate drawing students to this program from current students who typically complete a major or minor in psychology. Additionally students who major in a subject area (i.e., Math, Spanish) who intend to become teachers and pursue an MAT, may choose to minor in Educational Psychology. Historically such students have been Oregon residents, predominantly identifying as traditional (60%) and first generation (50%), including both full-time and part-time students. As some courses included in the proposed minor will be offered in online or hybrid formats to provide greater accessibility to students, it is expected that the characteristics of students to be served may change accordingly.

- d. Evidence of market demand.

The Educational Psychology minor will provide students across a wide variety of majors the ability to develop skills that are in demand in multiple settings. According to the Occupational Outlook Handbook (2015) employment opportunities for individuals with knowledge and skills in Educational Psychology can include

- Educational Specialist
- Educational/Vocational Counselor
- Educational Software Consulting
- Teaching
- Special Education
- Instructional Specialist
- Early Intervention Specialist
- Academic Advisor
- Career Center Director
- Research assistants
- Social service case workers
- Treatment providers

Additionally according to APA (2015) individuals with a minor in Educational Psychology could go on to pursue graduate training in the following areas

- Clinical or counseling psychology
- Social work or therapy
- Educational Psychology
- Instructional Psychology
- School Psychology
- School Counseling
- Speech and Language Therapist

The most recent assessment of Psychology graduates (2010) indicated that for alumni who pursue graduate training, approximately 13% enroll in programs related to Education such as Special Education, and School Counseling (Strapp, Granov, & Dixon, 2011). These findings suggest that psychology majors may be interested in additional options related to educational psychology. To provide additional information in spring 2015, we asked students graduating from the Behavioral Sciences Division with a major in Psychology or Gerontology to indicate their interest in a minor in educational psychology if one had been available while at WOU. Approximately 38% of graduating seniors indicating that they would have a *Great Interest* or *Very Great Interest* in minoring in Educational Psychology.

- 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. Currently there is no similar program offering coursework in psychology and education.

- 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?

- **Employment prospects:** As noted above, individuals who receive a minor in Educational Psychology may find work in numerous job settings. Specific job titles include: Educational Specialist; Educational/Vocational Counselor; Educational Software Consulting; Teaching; Instructional Specialist; Early Intervention Specialist; Academic Advisor; Career Center Advising; Career Center director; Research assistant; Social service case worker; Treatment provider.
- **Graduate school prospects:** As noted above, individuals interested in Educational Psychology can go on to pursue various graduate school

options including: Clinical or counseling psychology; Social work or therapy; Educational Psychology; Instructional Psychology; School Psychology; School Counseling; Speech and Language Therapy. Completion of a minor in Educational Psychology may facilitate admission to such programs (APA, 2014).

- **Career paths:** Individuals who receive a doctoral degree in a field related to Educational Psychology can go on to work in many settings including schools, universities, government agencies, and in dedicated research institutions. Educational psychologists may consult with businesses and work directly in the company's setting. Educational psychologists who provide clinical services might have their own private practices or work in a group practice. Individuals with a master's or bachelor's degree may be able to secure positions in schools and educational institutions to help improve their learning systems and support learner needs (Passenger, 2014)

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Students completing a minor in Educational Psychology will

1. use critical thinking in analyzing theory, research, and practice related to educational psychology.
2. demonstrate understanding of complex cognitive, physiological, social, and motivational influences on learning, behavior, and mental health.
3. explain current approaches to assessing outcomes across diverse environments and populations.

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

A rubric will be developed based on the learning outcomes described above. This rubric will be used to evaluate a random sample of projects submitted by students enrolled in the minor. This evaluation will take place for the first time in Spring 2018 (the second spring that the minor is anticipated to be available). Additionally, students completing a minor in Educational Psychology will provide feedback to the minor through an annual graduating senior survey.

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

The faculty who teach in this program will have their scholarly and research expectations set by their rank (e.g., NTT vs. TT) and their academic unit.

6. Program Integration and Collaboration

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

To our knowledge, no other Oregon college or university currently offers an undergraduate minor in Educational Psychology. Some schools offer undergraduate or graduate courses in Educational Psychology. For example, Oregon State University offers TCE 411 Educational Psychology, Learning, and Development. Graduate level courses in Educational psychology are offered at Portland State University and Southern Oregon University. Some private universities in Oregon, such as George Fox and Marylhurst University, offer graduate programs in educational psychology. Our proposal provides an additional option to minor in Educational Psychology not available at other Oregon institutions.

- 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.

See previous response.

- 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. We do not anticipate a significant impact on other programs.

7. Financial Sustainability (see Budget Outline form)

- a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

This minor was built around currently existing psychology and education faculty and courses. No new resources are required for startup and maintenance of this new minor.

- b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

No unique resources are needed to offer a quality minor in Educational Psychology. This new minor takes advantage of currently existing resources.

- c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

We anticipate that the student/faculty ratio will be similar to that of other courses offered in psychology and education which approximates 25/1.

- d. Resources to be devoted to student recruitment.

No additional resources are needed for student recruitment and retention. We anticipate drawing students to the new minor from those already enrolled in psychology and education classes.

References

American Psychological Association (2015). Educational psychology promotes teaching and learning. <http://www.apa.org/action/science/teaching-learning/index.aspx>

American Psychological Association Division 15 (2015). <http://apadiv15.org/publications/newsletter-for-educational-psychologists-nep/>

Annual Measurable Achievement Objective AMAO report (2014). Oregon Department of Education. <http://www.ode.state.or.us/news/announcements/announcement.aspx?=10217>

EFA Global Monitoring Report (2015). *EDUCATION FOR ALL 2000-2015: Achievements and challenges United Nations Educational, Scientific and Cultural Organization*. UNESCO Publishing.

Occupational Outlook Handbook (2015). Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Psychologists, on the Internet at <http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm> (visited May 22, 2015).

Passenger, T. (2014). Introduction to educational psychology practice. In A. J. Holliman (Ed.), *The Routledge international companion to educational psychology* (pp. 21-30). New York, NY: Routledge/Taylor & Francis Group.

Saxton, R. (2014). *Statewide report card: Annual report to legislature on Oregon Public Schools*. Oregon Department of Education. <http://www.ode.state.or.us/search/page/?id=1821>

Strapp, C. M., Granov, I. M., & Dixon, K. J. (April, 2011). *The Relationship between Involvement, Satisfaction, and Academic Achievement: Psychology Alumni Reflect on*

Experiences. Poster presented at annual meeting of Western Psychological Association, Los Angeles, CA.

Villegas-Gutiérrez, M. (2015). *Guidelines and resources special education assessment process for culturally and linguistically diverse (CLD) students 2015 update*. Oregon Department of Education.