



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 13 – April 1, 2019
Public Site: Hamersly Library, Room 301-A
9:00am – 10:30am**

AGENDA

I. CALL-TO-MEETING AND ROLL CALL

II. COMMITTEE CHAIR'S WELCOME

III. CONSENT AGENDA

- 1) Approval December 5, 2018 meeting minutes

IV. ACTION ITEMS:

- 1) Proposal for new undergraduate certificates in:
 - a. Bilingual/English for Speakers of Other Languages (ESOL)
 - b. Early Childhood Education
- 2) Proposal for new minor:
 - a. Early Childhood
 - b. English Studies
 - c. English for Speakers of Other Languages (ESOL) and Bilingual Education

V. REPORT & DISCUSSION ITEMS:

- 1) Student Affairs Updates
 - a. Recruiting trips
 - b. University Diversity and Inclusion Advisory Committee
 - c. Incidental Fee Committee
 - d. Employee recognition
- 2) Academic Affairs Updates
 - a. Doctor of Physical Therapy
 - b. Education Doctorate in Interpreting Studies
 - c. WOU:Salem
 - d. Willamette Promise

- e. Registration Holds & Nudges
 - f. General Education Revision
 - g. NWCCU Site Visit, April 4-5
 - h. Open Educational Resources
 - i. Recruitment Efforts
- 3) Announcements:
- a. 2019 Jensen Lecture: An Evening with Ayad Akhtar
 - b. Confirm date/time of next ASAC meeting

VI. ADJOURNMENT



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 12 – December 5, 2018
Public Site: Hamersly Library 301A
1:30pm – 3:00pm**

DRAFT MINUTES

The meeting was called to order by Chair Lane Shetterly. Committee members present: Zellee Allen, Lydia Muniz, Lane Shetterly, Malissa Larson, Zoe Chan-Tuyub. Staff present: Erin Baumgartner (Associate Provost), Gary Dukes (VP for Student Affairs), LouAnn Vickers (President's Office), Kathy Cassity (Dean, LAS), Mark Girod (Dean, COE) and Rob Winningham (Interim Provost). All committee members were present.

The October 3rd, 2018 minutes were approved with the corrections to Lydia Muniz's name and that Zoe Chan-Tuyub was not present at the last meeting.

There were two actions items:

BA in Interpreting Studies: Theory

Amanda Smith, Division Chair for the Deaf Studies and Professional Studies Division gave a presentation regarding the BA in interpreting studies.

Motion: Lydia Muniz
2nd: Zoe Chan-Tuyub
Unanimously approved

The proposal will be brought to the full board at their January 16, 2019 meeting.

DPT:

Rob Winningham gave a short update on the Doctor of Physical Therapy proposal.

Motion: Malissa Larson
2nd: Zellee Allen
Unanimously approved

The proposal will be brought to the full board at their January 16, 2019 meeting, contingent upon Faculty Senate approval at their January 8, 2019 meeting.

REPORT & DISCUSSION ITEMS:

Dean of Library and Academic Technology

Interim Provost Winningham reported that Dr. Allen McKiel, Dean of Library and Media Services, will be retiring at the end of this academic year. Academic Affairs will be expanding the role, duties and title of the current Dean of Library and Media Services to be Dean of Library

and Academic Innovation with an expected start date of July 1, 2019. This new dean would ideally have a broad understanding of and vision for the use of academic technology in higher education. Ultimately, the vision is for the staff in the current Center for Academic Innovation (CAI) to report to this new dean in addition to the current library faculty and staff. Some of the work of reimagining the CAI was begun last year as a part of the University Council Action Team tasked with reimagining the CAI. A steering committee was convened with a broad range of stakeholder. A search committee has also been convened and will be chaired by Dr. Cheryl Beaver.

Salem Campus Update

Interim Provost Winningham reported on WOU: Salem's location: The Professional Learning Center at the Willamette Education Service District (WESD) which is located at 2611 Pringle Rd SE. The site has four smart, flexible classrooms that seat up to 50 students each. We also have access to the Clearwater Café for meeting and study space. The WESD facility is a 10-minute drive from the State Capitol, has abundant free parking, and is on two bus lines. We have a space agreement through 2022, with planned expansion each year in number of classrooms and days of operation. We begin our work in Salem in January 2019.

By December 15, we will submit a minor substantive change proposals for: (1) the Salem site and the AB in Liberal Studies degree program and, in a separate proposal, (2) the MA in Organizational Leadership degree program. We anticipate NWCCU approval of the additional site and the two Salem-based degree programs (MA in Organizational Leadership, AB in Liberal Studies) by April 2019. At that time, we can begin publicly marketing the degree programs. In 2019-20, we will offer those programs and coursework in support of Business, Criminal Justice, Interdisciplinary Studies and a Certificate in Professional Writing. We are exploring other programs that can be delivered in Salem in the future.

General Education Update

Interim Associate Provost Baumgartner reported on the progress and anticipated timeline developing the new General Education program during the 2018-19 Academic Year. The General Education Committee (GEC) established a series of deadlines for faculty to propose courses for the new General Education Program, which will launch in 2019-20. To date, the GEC has reviewed two major categories for inclusion in the program. Foundations courses include previously identified Mathematics (9) and Writing (2) courses along with courses reviewed by the GEC: Critical Thinking (4), Health Promotion (1), Communication and Language (37). Exploring Knowledge courses reviewed and approved by the General Education Committee include: Literary and Aesthetic Perspectives (34), Scientific Perspectives (25), Social, Historical and Civic Perspectives (35). The First Year Seminars are a new element in the WOU General Education Program and will have smaller class sizes that promote student success through practice of foundational skills in the context of a compelling thematic framework. A significant part of the effort during Fall 2018 has been the 11 weekly workshops attended by 61 faculty and staff. The General Education Team has also worked closely with Academic Affairs to address the need to support team teaching in the First Year Seminars. Finally, Integrating Knowledge Proposals will be submitted by February 12, 2019.

In preparation to accommodate transfer students, we have planned for the articulation of General Education program requirements to common state transfer mechanisms that do not entail an Associate degree or other credential that fully satisfies our general education requirements (WICHE passport, Core Transfer Map). A proposal to formalize these policies is

currently before WOU Faculty Senate. For individual course transfer, courses that articulate to an existing WOU course that meets a General Education requirement will fulfill that requirement. Our team is currently working on crosswalks that align existing LACC requirements to General Education courses as courses are reviewed and accepted to help facilitate this process. Lower division courses that are not specifically vocational in purpose and that do not already articulate to an existing WOU course will be reviewed by the GEC for articulation and students will always retain the ability to bring their courses to the General Education Director who will facilitate review by the GEC for program substitution and articulation.

Willamette Promise

Interim Provost Winningham reported that WOU's accelerated learning program, offered through Willamette Promise, was approved by HECC's Oversight Committee for High School Based College Credit Partnerships through 2024. The approval of our Assessment-Based Learning program was unconditional; the peer reviewers found that WOU met expectations in three areas and exceeded expectations in the other three areas.

WOU's engagement in Willamette Promise was driven by WOU's commitment – shared by faculty and administration – to strengthen the pipeline from high school to college and provide equitable accelerated learning opportunities to all Oregon schools and students. In November 2018, Education Northwest released a report on all Regional Promise grant recipients from 2015-17. The report was requested by the Oregon Department of Education. WOU/Willamette Promise accounted for almost 50% of all accelerated learning credits awarded by Regional Promise programs during that period. Additionally, Education Northwest found that Regional Promise projects had collectively moved the needle on expanding access to accelerated learning in Oregon: Promise sites served higher proportions of students of color, economically disadvantaged students and rural students than did traditional dual credit, Advanced Placement or International Baccalaureate. In addition, in analyses that matched students in Regional Promise classrooms with those not in Regional Promise classrooms, Ed Northwest found that students in Regional Promise classrooms were more likely to graduate from high school. This finding held across a variety of groups: rural students, Hispanic students, economically disadvantaged students, students who had IEPs, even students who had been suspended in middle school. When findings are disaggregated by program, it is clear that Willamette Promise – the only program studied that identified as “Assessment-Based Learning” – has been a major driver of making access to accelerated learning more equitable in Oregon.

Accreditation update

Interim Provost Winningham reported that we have begun writing our March 2019 Mid-Cycle Report, and a draft should be available by the January 16, 2019 WOU BOT meeting. We are preparing for the accreditation visit April 4-5, 2019. The mid-cycle visit will focus on our systems for planning, budgeting, assessment and continuous improvement, especially as those systems support student learning. We are developing two case studies that demonstrate the alignment of planning, budgeting, assessment and improvement as they support institution-wide assessment of student learning and the ongoing General Education revision.

Student Affairs update

Dr. Gary Dukes hired two new directors in the division of Student Affairs. Beth Scroggins has been hired as the Director of the Student Health and Counseling Center. She replaces Jaime Silva who retired in June. Beth has been serving as a mental health counselor at WOU. She has an extensive background in mental health counseling and was selected from a national search. I have also hired Colin Haines as the Director of the Veterans Resource Center. Colin is currently

in the master's program in rehabilitation counseling at WOU and has worked at various county veteran programs. Colin was also hired from a national search.

Dr. Dukes reported that their recruiting trip to Guam and Saipan was delayed due to a super typhoon hitting Saipan. The island incurred extensive damage. We hope to travel to these islands later winter term depending on how the rebuilding process goes.

Dr. Dukes reported that Student Affairs has had two meetings regarding the repurposing of the Oregon Military Academy building. WOU will be renovating this building to become our campus Welcome Center with the offices of Admissions, Financial Aid, Alumni, and Conference Services being located in the building. The Food Pantry is currently located in this building and will continue to reside in its current location.

Dr. Dukes reported that we are in the process of examining how we administer our fee remissions and will go out later in December with our financial aid letters which will include a more generous remission offer. Our hope is this will make the difference for more students to choose WOU as opposed to one of our competitors.

The days and times for the next Academic and Student Affairs Committee is

- April 1st 9:00-10:30am (Hamersly Library, Room 301-A)

The meeting was adjourned.

Minutes prepared by Interim Provost Rob Winningham.

Academic and Student Affairs Committee (ASAC), Proposal for a new undergraduate certificate: Bilingual/ESOL (English for Speakers of Other Languages)

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

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

The proposed certificate received Faculty Senate Approval on January 8, 2019 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new undergraduate certificate in Bilingual/English as a Second Language as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: Division of Education and Leadership

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

1. Program Description

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

13.0201

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

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

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

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

Modern Language Requirement (8 credits)

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

ESOL Requirement (21 credits)

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

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

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

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

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

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

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

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

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

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

- g. Other staff.

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

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

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

- i. Anticipated start date.

Summer 2019

2. Relationship to Mission and Goals

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

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

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

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

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

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

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

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

3. Accreditation

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

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

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

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

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

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

NA

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

NA

4. Need

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

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

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

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

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

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

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

- d. Evidence of market demand.

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

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

- a. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

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

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

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

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

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

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

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

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

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

6. Program Integration and Collaboration

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

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

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

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

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

NA

- d. Potential impacts on other programs.

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

7. External Review

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

NA

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University

Academic Year: 2019-2020

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

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

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

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

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

ASAC, Proposal for a new undergraduate certificate: Early Childhood Education

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

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

The proposed certificate received Faculty Senate Approval on March 12, 2019 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new undergraduate certificate in Early Childhood Education as included in the docket materials.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: Division of Education and Leadership

Degree and Program Title: Early Childhood Education Certificate

1. Program Description

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

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

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

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

CORE COURSES

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

For students seeking the TSPC Early Childhood Specialization:

- ED 409 Practicum (Credits: 3)

(24-27 credits total)

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

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

e. Adequacy and quality of faculty delivering the program.

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

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

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

g. Other staff.

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

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

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

i. Anticipated start date.

Fall 2019

2. Relationship to Mission and Goals

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

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

WOU's vision includes:

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

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

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

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

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

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

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

3. Accreditation

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

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

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

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

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

N/A

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

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

4. Need

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

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

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

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

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

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

- d. Evidence of market demand.

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

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

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

- e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

N/A

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

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

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

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

+++Learning Outcomes for the Early Childhood Certificate:

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

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

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

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

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

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

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

6. Program Integration and Collaboration

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

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

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

N/A

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

N/A

- d. Potential impacts on other programs.

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

7. External Review

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

N/A

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University

Academic Year: 2019-2020

Program: Early Childhood Education

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

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

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

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

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

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

The proposed minor received Faculty Senate Approval on February 12, 2019 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

STAFF RECOMMENDATION::

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new undergraduate minor in Early Childhood as included in the docket materials.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: Division of Education and Leadership

Degree and Program Title: Early Childhood Minor

1. Program Description

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

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

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

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

CORE COURSES:

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

ED 348 Developmentally Appropriate Practices (Credits: 3)

CHOOSE ONE:

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

CHOOSE ONE:

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

CHOOSE ONE:

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

CHOOSE ONE:

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

Total: 18 credits

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

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

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

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

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

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

- g. Other staff.

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

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

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

- i. Anticipated start date.
Fall 2019

2. Relationship to Mission and Goals

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

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

WOU's vision includes:

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

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

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

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

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

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

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

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

3. Accreditation

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

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

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

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

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

N/A

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

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

4. Need

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

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

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

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

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

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

- d. Evidence of market demand.

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

- e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

N/A

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

This Early Childhood Minor would not lead to licensure.

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

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Learning Outcomes for the Early Childhood Minor:

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

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

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

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

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

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

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

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

- a. Closely related programs in this or other Oregon colleges and universities.
- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.
- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
- d. Potential impacts on other programs.

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

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

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

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

3. Additional resources needed?

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

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University

Academic Year: 2019-2020

Program: Early Childhood

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

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

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

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

WOU's English Department provides personalized learning opportunities leading to advanced studies or a variety of careers including teaching, writing, editing, linguistics and literature. The various programs help students develop a broad knowledge of literature, language and writing to foster analytical and critical skills. Students encounter new ideas; appreciate aesthetic and practical language; become impassioned readers, writers and thinkers; and gain perspectives in assimilating and evaluating their new experiences.

Over the past two years, the English Department has reviewed assessment data from our senior capstone, 30/60/90 data, numbers of majors/minors, national trends in the discipline, and other sources. As a result of this review, we have (1) updated our literature offerings, (2) restructured the major to meet the new requirements, (3) added a new, more general English Studies concentration and minor, and (4) developed new general education offerings. This proposed new minor allows students to mix English fields rather than focus on just one (current minors: Linguistics, Literature, Writing). The WOU English program is unique among the public institutions in Oregon in that it combines literature, linguistics, and writing in one program. Therefore, we are in a singular position to provide this intra-disciplinary yet cross-disciplinary minor.

The proposed minor program received Faculty Senate Approval on February 12, 2019 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new minor in English Studies as included in the docket materials.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Liberal Arts and Sciences

Department/Program Name: English

Degree and Program Title: (Minor) English Studies

1. Program Description

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

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

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

English Studies minor (24 credits)

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

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

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

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

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

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

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

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

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

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

Current faculty and offerings are adequate to deliver the minor.

- g. Other staff. N/A

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

Current resources are adequate.

- i. Anticipated start date.

Fall 2019

2. Relationship to Mission and Goals

- a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.
- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.
- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
 - i. improve educational attainment in the region and state;
 - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
 - iii. address civic and cultural demands of citizenship.

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

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

4. Need

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.
- b. Expected degrees/certificates produced over the next five years.
- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).
- d. Evidence of market demand.
- e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).
- f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

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

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Learning Outcomes

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

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

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

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

6. Program Integration and Collaboration

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

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.
- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
- d. Potential impacts on other programs.

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

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University

Academic Year: 2019-2020

Program: Minor in English Studies

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

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

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

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

The faculty of the Division of Education and Leadership proposes a minor in ESOL and Bilingual Education. The division currently offers approved programs leading to endorsements in ESOL, as well as specializations in Dual Language.

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

The ESOL minor requires 18 quarter hours consisting of six, three-credit courses that are taken sequentially. For those students who wish to add an ESOL endorsement to their license an additional, field-based practicum consisting of 3CR hours will be required. The six courses leading to the specialization address principles and practices of ESOL and bilingual education, foundational knowledge of English language instruction, theories of language acquisition and educational linguistics, assessment, sociocultural influences on learning language. At the core of the minor is a commitment to developing reflective practitioners who analyze and critique their own beliefs, theories, and classroom practices to ensure they are meeting the academic needs of their emergent bilingual students. Courses will be taught by faculty whose expertise and scholarship focus on the teaching and learning of linguistically diverse students in P-12 linguistically and culturally diverse settings.

The proposed minor received Faculty Senate Approval on November 13, 2018 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new minor in English to Speakers of Other Languages (ESOL) and Bilingual Education as included in the docket materials.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: Division of Education and Leadership

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

1. Program Description

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

The faculty of the Division of Education and Leadership proposes a minor in ESOL and Bilingual Education. The division currently offers approved programs leading to endorsements in ESOL, as well as specializations in Dual Language.

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

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

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

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

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

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

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

d. Adequacy and quality of faculty delivering the program.

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

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

2. Relationship to Mission and Goals

- a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.
- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.
- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
 - i. improve educational attainment in the region and state;
 - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
 - iii. address civic and cultural demands of citizenship.

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

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

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

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

3. Accreditation

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

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

4. Need

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

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

- b. Expected degrees/certificates produced over the next five years.
- c. Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).
- d. Evidence of market demand.
- e. If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).
- f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

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

- a. Expected learning outcomes of the program.

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

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

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

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

5. Program Integration and Collaboration

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

7. External Review

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

N/A

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University

Academic Year: 2019-2020

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

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

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

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

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

Academic and Student Affairs Committee
April 1, 2019
Vice President for Student Affairs report

1. Update on new student fall enrollment and yield activities
2. I am traveling to Guam and Saipan April 6-12 on a recruiting trip. The Superintendent of public schools in Saipan is a WOU alum. In addition, Saipan offers students scholarships through the Million Dollar Scholars program and WOU currently has two students as part of this program.
3. April 2 we are reconstituting the University Diversity and Inclusion Advisory Committee. I will be able to give more details after our first meeting, but this group will need to select a chair, start working on a strategic plan and identifying goals for the upcoming year.
4. The Incidental Fee Committee has completed their work of determining and allocating the Student Incidental Fee for next year. The Committee raised the fee by \$16 per student per term for a total of \$379 per term. This is an increase of 4.41%. The Committee has been challenged in maintaining current service levels, trying to limit the increase of the fee, and lower enrollments. Most of the funded areas received less money than what was considered their current service level.
5. Tina Fuchs, the Associate Vice President for Student Affairs and Dean of Students received the Kay Rich Lifetime Achievement award from the Northwest Association of College and University Housing Officers – International. This is the highest award they award and recognizes the service a member has given to the region.

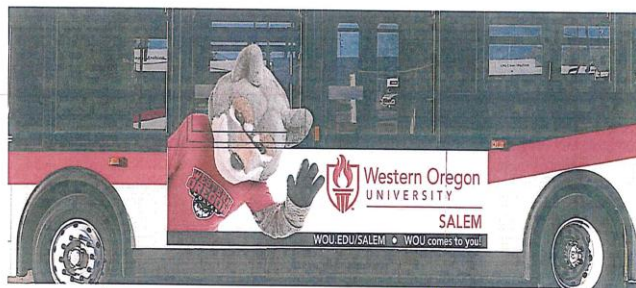
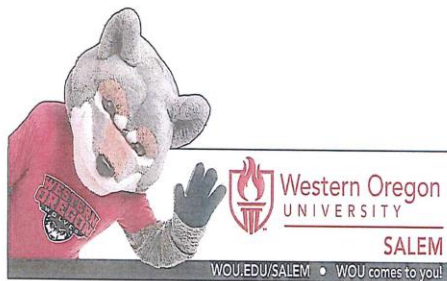
Academic and Student Affairs Committee
April 1, 2019
Academic Affairs Updates

WOU:Salem

Even before we can officially start programs at our Salem campus (e.g., Master of Arts in Organizational Leadership or Applied Baccalaureate in Liberal Studies) we have sustainable enrollment numbers.

CRN	Course Prefix	Course #	Title	Instructor Last	Instructor First	Max Enrollment	3/12/19	% Enrolled
31632	WR	301W	Integrating Writing and Design	Soderlund	Lars	25	17	68.00%
31655	HIST	301	Introduction to Historical Research: Vikings	Swedo	Elizabeth	25	5	20.00%
31755	WR	122	College Writing II	Haas	Matt	25	5	20.00%
31765	CA	407	Seminar: Self Expression as Solo Performance	deChatalet	Ted	16	2	12.50%
31754	CJ	457	Motivational Interviewing: Helping People Change	O'Connor	Tom	35	6	17.14%
30555	BA	362	Business Ethics	Disney	Paul	35	10	28.57%
30548	BA	315	Financial Management	Mahoney	Anna	35	26	74.29%
31702	OL	493	Organizational Communication	Backus	Nick	20	1	5.00%
31703	OL	593	Organizational Communication	Backus	Nick	20	0	0.00%
Summary								
Total WOU:Salem Capacity		236						
Total WOU:Salem Enrollment		72						
Percentage of Capacity		30.51%						
Average Students per Class		9						

We have put advertisements on 10 buses in Salem.



Willamette Promise

The Willamette Promise is our assessment-based learning program that delivers accelerated college credit in 43 school districts and 60 high schools is continuing to do well. Since 2014:

- 39,761 credits have been earned
- 6,807 students have been served
- 27 courses have been offered
- \$8,151,005 in potential savings according to Willamette ESD
- 36% of the credits were awarded to Hispanic students
- 41% of the credits were awarded to economically disadvantaged students

We are reaching more underserved and underrepresented students with Willamette Promise and closing the achievement gap.

TimeLine

2014

WP was established with a Regional Promise Replication grant

2016

In 13 out of 20 rural school districts WP offered the only access to accelerated credit

2018

WP offers accelerated credits and career and college support in 43 school districts and over 60 high schools in Oregon

the **Willamette**

Promise

Student-centered. Future-focused.



Since 2014...

- 39,761** credits earned
- 6,807** students served
- 43** school districts
- 60+** high schools
- 27** ABL and SDC courses offered*
- \$8,151,005** in potential savings for students & families

Student-Centered.

- Approximately 165 high school teachers and 18 university faculty meet regularly in Professional Learning Communities (PLCs) to ensure high quality courses.
- Career and College support tailored for each district's needs
- Average attendance rate for WP students was 4% higher than the state average in 2017-18
- Participating student demographics are representative of the districts served
- In 2017-18 students earning credit were:
 - ✔ 60% female ✨
 - ✔ 36% Hispanic ✨
 - ✔ 41% economically disadvantaged ✨

House Bill 2263

With consistent funding, the WP has been able to expand access and support to underserved and underrepresented students across the state. The WP provides both accelerated credits and career and college programming, changing the culture of schools to be future-focused for all students. With stable funding, all like programs could continue to provide service without increased financial burden on districts.

Future-Focused.

By removing barriers for students and schools, ABL and SDC courses promote both teacher and student participation in rural and urban districts alike. WP reaches underserved and underrepresented students by providing accessible, rigorous, low cost courses where students demonstrate their proficiency. Combined with professional development for teachers and career and college support for schools, students have strong supports as they focus on their future.

*The HECC Accelerated Credit Standards designate standards for 3 types of Credit. DC- Dual Credit, SDC- Sponsored Dual Credit, and ABL- Assessment-Based Learning

Registration Holds and Nudges

We have implemented a process to nudge students who did not register during registration week. We have also changed our procedure and timing for removing advising holds that prevent students from registering. Niki Weight, Director for the Student Success and Advising Office will give a more detailed report.

Advising Holds Plan

Each fall, winter, and spring term at WOU, undergraduate students have advising holds placed on their account in order to encourage them to meet with their advisor and ensure they are on track for graduation. Effective Spring Term 2019, the following plan outlines when advising holds will be placed and expired. It also includes an email timeline for sending hold and registration notices to students, faculty, and staff. The implementation of this plan is the responsibility of the Director of Student Success and Advising.

Monday of Week 5: First, we will request advising holds to be placed within 1 business day by Mike Soukup in UCS. After they are placed, we will send an email to all enrolled students notifying them of their advisor hold and encouraging them to meet with their advisor before registration week. Then, we will also send an email to all faculty and staff notifying them that advisor holds have been placed and reminding them of the date registration begins.

Week 9: After registration week has ended and registration is open for continuing students, we will request a report of undergraduate students who were enrolled for the current term but are not enrolled for the upcoming term. Students will be filtered by their assigned advisor and advisors will be set a personalized student list to each advisees who have not registered for the upcoming term. Advisors will be asked to reach out to their advisees to come in for advising to register for the upcoming term. The email to advisors will also include a sample registration “nudge” email that they can use as a template for their emails if they choose to do so (see Appendix A).

Week 10: We will request an updated enrollment report to determine if numbers of students registered increased after individualized advisor “nudges.”

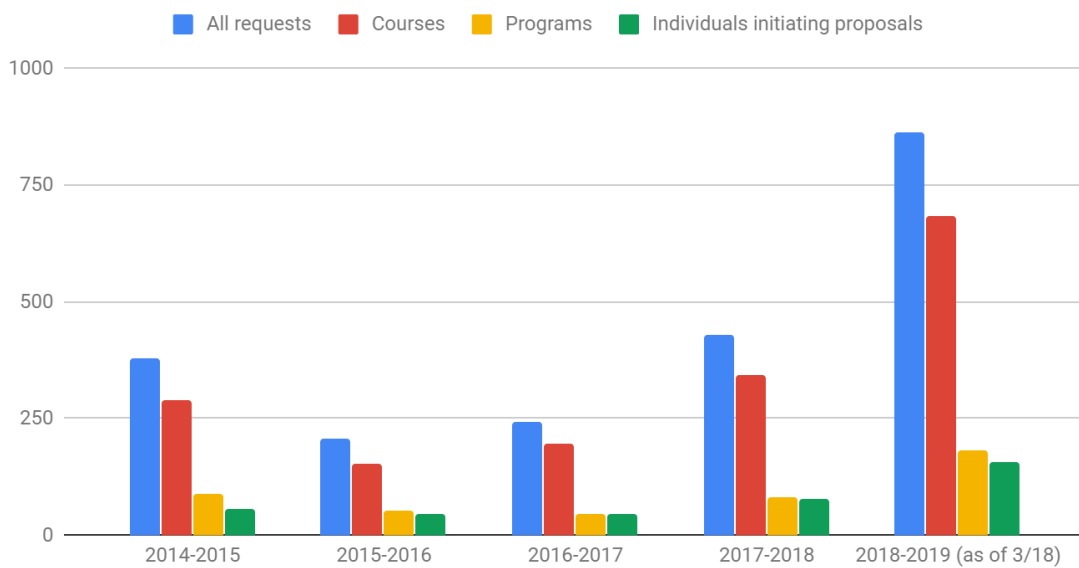
Thursday of Finals week: We will request a final enrollment report to see which students still have not registered and identify which students still have an advising hold. At that point, we will contact UCS to have any remaining advising holds expired that day. Then, we will send a general registration nudge from advising@wou.edu to students who had an advising hold letting them know it has expired and encouraging them to register and follow up with their assigned advisor. Additionally, we will send a similar registration nudge to any other students who have still not registered but who did not have an advising hold. These emails will include an invitation to meet with Student Success and Advising if they need assistance with choosing a major or being successful at WOU, how to find and change advisor information, and information about common holds and contacts for the holds. See Appendix B for SSA registration nudge email templates.

General Education Update

Dr. Erin Baumgartner, General Education Director will deliver a more detailed report.

Year	All requests	Courses	Programs	Individuals initiating proposals
2014-2015	380	291	89	58
2015-2016	206	154	52	47
2016-2017	243	197	45	46
2017-2018	430	343	83	78
2018-2019 (as of 3/18)	862	682	180	156

Total Proposals, Courses, Programs, and Individuals Submitting in the Curriculum System



NWCCU Site Visit

On April 4th and 5th, reviewers from the Northwest Commission on Colleges and Universities will visit Western Oregon University as part of the regular review cycle. This mid-cycle review, which occurs about three years into our seven-year accreditation cycle, is formative: We review our progress, assess our strengths and areas for improvement, and receive constructive feedback from visiting reviewers. The goal is to ensure that we are on track to demonstrate mission fulfillment, especially as relates to student learning, at the time our Year Seven Mission Fulfillment and Sustainability evaluation in 2023. In preparation for the NWCCU visit, WOU completed a [mid-cycle self-assessment](#) that reviewed and appraised the progress we have made since 2016 on building university-wide infrastructure to support effective planning, budgeting, assessment and continuous improvement. The report has a special focus on assessment and evolution of our undergraduate curriculum. While on campus, the NWCCU reviewers will meet with faculty who have led and participated in this work, along with university leadership, academic affairs administrators, and representatives from the Board of Trustees.

Open Educational Resources

Over the last decade, the cost of college textbooks has increased by 73% -- more than four times the rate of inflation. Today, individual textbooks often cost over \$200, with some prices as high as \$400. Because of these skyrocketing prices, 7 in 10 college students didn't purchase an assigned textbook, one in five students has skipped or deferred a class, and more than a quarter of all students report they never purchase course materials.

Open Educational Resources, including open textbooks, have the power to relieve this financial burden for students. Open Educational Resources, or OER, are materials for teaching or learning that are either in the public domain or have been released under a license that allows them to be freely used, changed, or shared with others. They can be anything from a single video or lesson plan to a complete online course or curriculum.

WOU faculty are actively engaged in creating and adopting OER in order to save WOU students thousands of dollars in textbook costs. WOU was awarded two HECC funded grants to create open textbooks for Chemistry (which are also being used in the Willamette Promise program) and Interpreting Studies. In addition, two weeks ago, 11 of our faculty received \$750 stipends to take part in a week-long "textbook sprint" to redesign courses and replace commercially published textbooks with open textbooks or other OER. These 11 faculty will save our students somewhere between \$115,000 and \$125,000 in textbook costs next year.

Finally, in June, WOU will host an all day OER-related workshop for Oregon universities and community colleges. Achieving the Dream, a national nonprofit organization dedicated to evidence-based institutional improvement, will share their

expertise in planning no-cost/low-cost degree pathways, institutional transformation, and sustaining high-impact OER programs.

All these OER opportunities are funded by Open Oregon, an initiative of the HECC and Oregon State Legislature. We hope to include additional funding in our own budget to scale up our efforts around OER and, in turn, make attendance at WOU more affordable for current and future students.

Western Oregon University Creative Arts Division

WOU has a strong Creative Arts Division with Departments in Art, Music, and Theatre/Dance. Within those departments there are programs in:

- Studio Art
- Visual Communication Design
- Actor Training
- Production Training
- Dance
- Jazz Studies
- Popular Music

We are saddened that the Oregon College of Art and Craft (OCAC) is closing after it's long 112 year history of serving students and the community. WOU is able to provide personalized support, help students transfer and continue their education and training. For more information about WOU's Creative Arts Division, please go to: <http://www.wou.edu/creativearts/> or contact Creative Arts Division Chair David Janoviak janovid@mail.wou.edu.

Extra Financial Support Available for Students from OCAC

All new transfer students will receive a remission award based on our new model.

EFC	counts Pell range	Oregon	Pell	Other Fed	WOU Scholarship
0-1000	6095-5145	3200	6095	8500	3000
1001-3000	5045-3000	3200	5000	8500	3000
3001-4000	2945-2245	3200	2600	8500	3000
4001-5500	2045-652	0	1500	7500	5000
5501-10000		0	0	7500	2000
10001-15000		0	0	7500	2000
15001-20000		0	0	7500	1500
20001 ++		0	0	7500	1000

FAFSA and Expected Family Contribution (EFC).

<http://www.wou.edu/finaid/scholarships/transfer-scholarship/>

WOU also offers merit-based awards. If a student has a 3.5 GPA or higher, there is an opportunity for a two year, \$2,500 remission/scholarship. A student could also show us a financial aid package from another 4-yr institution to see if we could match if they have something more competitive.

In addition to the need based WOU Scholarship (see shaded column), WOU will offer up to \$2000 Creative Arts Scholarship if there is still a need, after the above award packages, and students are transferring form OCOC. Please contact 1-877-877-1593 or finaid@wou.edu for more information about financial aid packages for OCOC students.

2019 Jensen Lecture: An Evening with Ayad Akhtar

Please mark your calendar for the *2019 Jensen Lecture: An Evening with Ayad Akhtar*, which will take place on April 9th in Rice Auditorium. A complementary reception begins at 5:30pm and the moderated conversation begins at 7:00pm.

Akhtar is an award-winning playwright and novelist. His play *Junk* was nominated for a 2018 Tony Award in the Best Play category, and it won the 2018 Edward M. Kennedy Prize for Drama Inspired by American History. His play *Disgraced* received the 2013 Pulitzer Prize for Drama and was nominated for the 2015 Tony Award for Best Play.

Watch the video:

- <http://www.wou.edu/woustories/2019/03/01/an-evening-with-ayad-akhtar/>

For more information about the Jensen Lecture and Ayad Akhtar:

- <http://www.wou.edu/jensenlecture/>

Information about Ayad Akhtar's work:

- <http://research.wou.edu/jensenlecture>



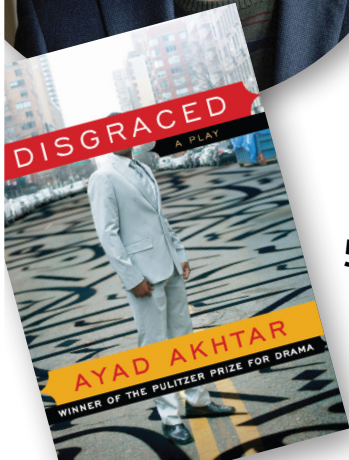
Western Oregon
UNIVERSITY

Together we SUCCEED



An Evening with **Ayad Akhtar**

Pulitzer Prize-winning
Playwright, Screenwriter and Novelist



Tuesday, April 9

5:30 p.m. Complimentary Reception

7 p.m. Moderated Conversation

Free to the public | WOU Campus | Monmouth

wou.edu/jensenlecture