



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee**

Meeting No. 21 – April 8, 2021

3:00pm – 5:00pm

Via [WebEx](#)

By Phone: 1-415-655-0002 | Access Code: 133 948 0281

AGENDA

I. CALL-TO-MEETING AND ROLL CALL

II. COMMITTEE CHAIR'S WELCOME

III. CONSENT AGENDA

1) Meeting Minutes: [February 2, 2021](#) (page 2)

IV. ACTION ITEMS:

1) Proposal for new certificates:

- a. [Elementary Certificate in Spanish](#) (page 4)
- b. [Intermediate Certificate in Spanish](#) (page 16)
- c. [Elementary Certificate in French](#) (page 28)
- d. [Intermediate Certificate in French](#) (page 39)
- e. [Elementary Certificate in German](#) (page 50)
- f. [Intermediate Certificate in German](#) (page 61)
- g. [Undergraduate Certificate in Public and Non-profit Management](#) (page 72)
- h. [STEM Educational Leadership Graduate Certificate](#) (page 84)

V. REPORT & DISCUSSION ITEMS:

1) COVID-19 Update | *Dave McDonald, Associate Vice President for Public Affairs & Strategic Initiatives*

2) [Curriculum Report: Minors and Certificate Proposals](#) (page 94)

3) Student Affairs Update | [Vice President Report](#) (page 100)

4) Academic Affairs Update | [Vice President Report](#) (page 106)

VI. SHOWCASE: [WOU Employment Outcomes](#) | *Adry Clark, Director, Service Learning & Career Development* (page 113)

VII. ADJOURNMENT



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 20 – Feb 2 2021
2:00pm – 4:00pm**

AGENDA

I. CALL-TO-MEETING AND ROLL CALL

Committee members: Jaime Arredondo, Susan Castillo, Malissa Larson, Linda Herrera

Others present- Chelle Batchelor, Kathy Cassity, Amy Clark, Gary Dukes, Hillary Fouts, Dirk Freymuth, Mark Girod, Sue Kunda, David McDonald, Sue Monahan, Chris Solario, Ariel Zimmer Suel, Annika Thompson, LouAnn Vickers, Niki Weight, Misty Weitzel, Bev West, Rob Winningham

II. COMMITTEE CHAIR'S WELCOME

Trustee Arredondo called the meeting to order at 2:02pm on Feb 2nd.

III. CONSENT AGENDA

1) Meeting Minutes: Trustee Castillo moved to adopt the minutes from last meeting without changes. Trustee Larson seconded and the meeting minutes were unanimously approved.

IV. ACTION ITEMS:

1) Proposal for new degree program:

a. Graduate Certificate in Social Justice

b. Graduate Certificate in Advanced Juvenile Justice

Dr. Misty Weitzel presented the two graduate certificates, then reviewed them with the committee. There are no budget implications with these proposals, and there are few competing majors in the state.

Trustee Larson made a motion to approve Graduate Certificate in Social Justice. Trustee Herrera seconded the motion. The certificate was unanimously approved.

Trustee Larson made a motion to approve the Graduate Certificate in Advanced Juvenile justice. Trustee Arredondo seconded the motion. The certificate was unanimously approved.

c. Creative Productions Major

Dirk Freymuth presented on the Creative Productions Major and reviewed the proposal with the committee. There are no budget implications for this major and it reflects years of planning with various creative arts faculty.

Trustee Larson moved to approve Creative Productions Major. Trustee Castillo seconded the motion. The Creative Productions major was approved unanimously.

d. Master of Science in Justice Studies



Dr. Misty Weitzel and Dr. Sue Monahan presented the Major of Science in Justice Studies proposal and reviewed the proposal with the committee. Trustee Arredondo moved to approve the proposal. Trustee Castillo seconded the motion. The proposal was approved unanimously.

V. REPORT & DISCUSSION ITEMS:

1) COVID-19 Update

Provost Winningham gave a few updates regarding the university and COVID 19, including the contact tracing team from WOU that is now doing most contact tracing for the Polk County. This has also led to a partnership with West Valley Hospital opening a vaccination clinic in the Werner University Center, Pacific Room. The WOU Human Resources Office has provided West Valley with a randomized list of WOU employees that serve as front-line workers during the pandemic. In the event that there is an overage of vaccinations at the end of the day, West Valley is offering vaccinations to these employees in order to not waste the vaccine.

Dr. Gary Dukes updated the committee regarding the process by which students receive COVID testing as they are moving back into the residence hall at the beginning of each term. Athletics assisted with the testing, and in turn, athletes were able to be tested after students moved in. Increased restrictions required closure of the Student Health and Wellness Center at the beginning of December, but this last week restrictions were eased making it permissible to open next week. Most student programs are still functioning on a virtual platform.

Dr. Dukes noted that students who are enrolled online are currently not able to access health and counseling center; however, conversations have begun regarding what might be offered in the Spring term.

2) Student Affairs Update

Dr. Dukes reported on the trends with incoming student applications, as well as an update regarding the Preview Day that is upcoming. Most students attending the event are prospective freshmen or transfer students, which is a different trend than most winter Preview Days. Enrollment is being impacted due to the current uncertainty with COVID-19, students are making decisions later which is assumed to be due to the uncertainty of class modality in the fall.

Dr. Dukes also gave some staff and structure updates within Student Affairs, including an open position with Abby's House and the Veteran's Resource Center.

3) Academic Affairs Update

Provost Winningham provided an update on the division of Academic Affairs. He provided an overview of the recently launched CircleIn app, a tool for students to connect with each other, as well as providing an incentive to engage with others and WOU.

He also provided an update on the nudge program which is operated by the Student Success & Advising (SSA) office. The data he shared showed how the program is being successful in helping students register for classes. In addition to the nudge program, the



Degree Completion outreach, also through the SSA, has worked with 108 students who will be graduating after Winter 2021. This outreach program began in January 2020.

Melissa Hinzman, an advisor from the SSA office, was selected as Advisor of the Year for our region. Dr. Margaret Manoogian was selected for Faculty Advisor for our region.

Provost Winningham gave updates regarding Academic Innovation and the programs they have launched to assist students and faculty while the university is providing online coursework. He also updated regarding the ways WOU faculty and departments are engaging in the community during the pandemic, including inclusion training for local law enforcement and city employees. Other faculty and student groups have continued to engage students and the community through various events, both virtual and socially distanced.

VI. SHOWCASE: WOU's Journey to Becoming a More Diverse Institution

Provost Winningham shared a PowerPoint presentation that Dr. Kathy Espino Perez and Dave McDonald presented to the Board of Trustees in April 2019.

Dr. Dukes also presented on how the university is making changes to become more diverse, as well as pursuing a Hispanic Serving Institution (HSI) designation.

Trustee Herrera spoke of her experience with outreach done by Student Affairs, as well as some suggestions for WOU to continue to grow and serve the Lantix community. These suggestions included adding signage on campus in Spanish.

Trustee Castillo also offered more suggestions with what could be done with elementary and middle school students who might not otherwise get exposure.

Trustee Arredondo noted that this is not only about becoming an HSI, but rather, becoming more of a reflection of the diverse makeup of Oregon as a whole.

VII. ADJOURNMENT

Trustee Arredondo adjourned the meeting at 4:01pm.

Academic and Student Affairs Committee (ASAC), Proposal for an Elementary Certificate in Spanish

The proposed Elementary Certificate in Spanish is a 12-credit program where students take 3 classes (12 credit hours) taught in Spanish and develop reading, writing, speaking, and listening abilities in Spanish at an elementary level. The courses in this certificate represent the sequence of classes for first-year language learning, as has been done at other universities. The classes cover a progression toward the A1 level of fluency as described by the Common European Framework of Reference for Languages or Novice High to Intermediate Low on ACTFL ratings. To make sure that the students reach an adequate level of fluency, the certificate will only be granted to students who reach a B-average or higher over the three classes.

In addition to showcasing student ability in a specific language, a language certificate acknowledges numerous skills that are highly valued by employers, such as cultural competence, critical thinking and the ability to communicate in ambiguous situations. This gives a significant added value to candidates looking for jobs in a wide array of careers, as there is high demand for bilingual professionals in education, business, law, and medical fields.

The proposed Elementary Certificate in Spanish received Faculty Senate Approval on February 9, 2021 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the Northwest Commission on Colleges and Universities will be notified.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new Elementary Certificate in Spanish as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: Humanities Division

Department/Program Name: Modern Languages

Degree and Program Title: **Elementary Certificate in Spanish**

1. Program Description

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

24.0103

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

The elementary certificate in Spanish will be a program in which students take 3 classes and 12 credits hours and develop reading, writing, speaking and listening abilities in the target language at an intermediate level.

The courses in this certificate represent the sequence of classes for first year language learning, as has been done at other universities (see supporting document). The classes cover a progression toward the A1 level of fluency as described by the Common European Framework of Reference for Languages or Novice High to Intermediate Low on ACTFL ratings. To make sure that the students reach an adequate level of fluency, the certificate will only be granted to students who reach a B- average or higher over the three classes.

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

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

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

Required courses:

SPAN 101 First Year Spanish I, Credits: 4

SPAN 102 First Year Spanish II, Credits: 4

SPAN 103 First Year Spanish III, Credits: 4

Note: If students come into the program with previous language experience they might substitute SPAN 101 and/or SPAN 102 with the following classes

with instructor approval:

SPAN 201 Second Year Spanish I, Credits: 4

SPAN 202 Second Year Spanish II, Credits: 4

Total Credits: 12

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

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

e. Adequacy and quality of faculty delivering the program.

Current WOU Spanish Programs Faculty.

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

g. Other staff.

All of the pertinent Western Oregon administrative personnel.

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

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

i. Anticipated start date.

Fall, 2020

2. Relationship to Mission and Goals

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

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

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

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

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

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

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

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

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

- iii. address civic and cultural demands of citizenship.

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

3. Accreditation

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

Western Oregon University.

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

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

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

N/A

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

The certificate will be transcriptable.

4. Need

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

15 students for Fall 2020

19 for 2022

18 for 2023

24 for 2024

32 for 2025

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

100

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

Traditional full-time students, to strengthen their degree.

- d. Evidence of market demand.

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

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

N/A

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

Targeted Professions:

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

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

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

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

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

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

Assessing the effectiveness of the language certificates will be part of the ML Department general assessment. A quantitative assessment of the number of students who pursue certificates over the course of two academic years will be performed. We will determine if the Certificate Program has led to increased enrollment in language courses. This data will be included in the Modern Languages Annual Report.

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

N/A

6. Program Integration and Collaboration

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

As noticed by Gina Greco, the MLA consultant who met with the Modern Languages Department at WOU in April 2019 recommended the implementation of certificates to revitalize Modern Languages at WOU in a way similar to what has been done at PSU Modern Languages programs. Her report is attached, as well as a language certificate comparator analysis.

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

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

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

N/A.

- d. Potential impacts on other programs.

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

7. External Review

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

N/A.

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1 Academic Year: 2021-22

Estimated Costs and Sources of Funds for Proposed Program: Elementary Certificate in Spanish

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

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

Budget Outline Form: Year 2 Academic Year 2022-23

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 3 Academic Year 2023-24
Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 4 Academic Year: 2024-25

Estimated Costs and Sources of Funds for Proposed Program

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

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

Academic and Student Affairs Committee (ASAC), Proposal for a new Intermediate Certificate in Spanish

The proposed Intermediate Certificate in Spanish is a 12-credit program where students 3 classes and 12 credits hours and develop reading, writing, speaking and listening abilities in the Spanish at an intermediate level. It will provide our students with Oregon Bilingual Seal. An Intermediate Spanish Certificate provides students with professional knowledge of the second most spoken language in the US, which is also a booming language in Oregon. In addition to showcasing student ability in a specific language, a language certificate acknowledges numerous skills that are highly valued by employers, such as cultural competence, critical thinking and the ability to communicate in ambiguous situations. This gives a significant added value to candidates looking for jobs in a wide array of careers, as there is high demand for bilingual professionals in education, business, law, and medical fields.

The courses in this certificate represent the sequence of classes for second year language learning, as has been done at other universities. The classes cover a progression toward the A2 level of fluency as described by the Common European Framework of Reference for Languages or Intermediate Low to Intermediate Mid on ACTFL ratings. To ensure that the students reach an adequate level of fluency, the certificate will only be granted to students who reach a B- average or higher over the three classes.

The proposed Intermediate Certificate in Spanish received Faculty Senate Approval on February 9, 2021 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the Northwest Commission on Colleges and Universities will be notified of this change.

STAFF RECOMMENDATION:

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



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: Humanities Division

Department/Program Name: Modern Languages

Degree and Program Title: **Intermediate Certificate in Spanish**

1. Program Description

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

24.0103

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

The Intermediate Certificate in Spanish will be a program in which students take 3 classes and 12 credits hours and develop reading, writing, speaking and listening abilities in the target language at an intermediate level. It will provide our students with Oregon Bilingual Seal.

An Intermediate Spanish Certificate provides students with professional knowledge of the second most spoken language in the US, which is also a booming language in Oregon. This gives a significant added value to candidates looking for jobs in a wide array of careers, as there is high demand for bilingual professionals in education, business, law, and medical fields.

The courses in this certificate represent the sequence of classes for second year language learning, as has been done at other universities (see supporting document). The classes cover a progression toward the A2 level of fluency as described by the Common European Framework of Reference for Languages or Intermediate Low to Intermediate Mid on ACTFL ratings.

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

Certificates have been developing rapidly in higher education across the countries, and among them language certificates (for examples, refer to the language certificate descriptions in the supporting documents). Certificates benefit students by emphasizing specific skills they have acquired during their course of study. These skills are highly

sought after by employers and can give students a competitive edge in the job market. Students are able to highlight the certificates they have earned on their resumes. Employers can see the extra skills applicants are potentially bringing to their company without checking university transcripts. It is crucial that Western Oregon University students have the same opportunity as students from other institutions to more clearly present their skills to potential employers. There are many professional areas where a foreign language certificate would be of great value, such as health, education, business, science, law enforcement, foreign service, non-governmental organizations, and social work, to name just a few.

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

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

Required courses:

SPAN 201 Second year Spanish I, Credits: 4

SPAN 202 Second year Spanish II, Credits: 4

SPAN 203 Second year Spanish III, Credits: 4

Note: If students come into the program with previous language experience they might substitute SPAN 201 and/or SPAN 202 for the following classes with instructor approval:

SPAN 301 Third Year Spanish I, Credits: 4

SPAN 302 Third Year Spanish II, Credits: 4

Total credits: 12

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

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

e. Adequacy and quality of faculty delivering the program.

Current WOU Spanish Programs Faculty.

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

g. Other staff.

All of the pertinent Western Oregon administrative personnel.

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

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

i. Anticipated start date.

Fall, 2020

2. Relationship to Mission and Goals

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

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

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

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

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

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

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

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

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

- iii. address civic and cultural demands of citizenship.

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

3. Accreditation

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

Western Oregon University.

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

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

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

N/A

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

The certificate will be transcriptable.

4. Need

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

10 students for Fall 2020

13 for 2021

17 for 2021

22 for 2023

27 for 2024

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

80

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

Traditional full-time students, to strengthen their degree.

- d. Evidence of market demand.

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

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

N/A

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

Targeted Professions:

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

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

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

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

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

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

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

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

N/A

6. Program Integration and Collaboration

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

As noticed by Gina Greco, the MLA consultant who met with the Modern Languages Department at WOU in April 2019 recommended the implementation of certificates to revitalize Modern Languages at WOU in a way similar to what has been done at PSU Modern Languages programs. Her report is attached, as well as a language certificate comparator analysis.

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

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

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

N/A.

- d. Potential impacts on other programs.

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

7. External Review

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

N/A.

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1 Academic Year: 2021-22

Estimated Costs and Sources of Funds for Proposed Program: Intermediate Certificate in Spanish

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

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

Budget Outline Form: Year 2 Academic Year 2022-23

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 3 Academic Year 2023-24
Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 4 Academic Year: 2024-25

Estimated Costs and Sources of Funds for Proposed Program

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

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

Academic and Student Affairs Committee (ASAC), Proposal for a new Elementary Certificate in French

The proposed Elementary Certificate in French is a 12-credit program where students take 3 classes (12 credit hours) taught in French and develop reading, writing, speaking, and listening abilities in French at an elementary level. The courses in this certificate represent the sequence of classes for first-year language learning, as has been done at other universities. The classes cover a progression toward the A1 level of fluency as described by the Common European Framework of Reference for Languages or Novice High to Intermediate Low on ACTFL ratings. To make sure that the students reach an adequate level of fluency, the certificate will only be granted to students who reach a B- average or higher over the three classes.

In addition to showcasing student ability in a specific language, a language certificate acknowledges numerous skills that are highly valued by employers, such as cultural competence, critical thinking and the ability to communicate in ambiguous situations. This gives a significant added value to candidates looking for jobs in a wide array of careers, as there is high demand for bilingual professionals in education, business, law, and medical fields.

The proposed Elementary Certificate in French received Faculty Senate Approval on February 9, 2021 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the Northwest Commission on Colleges and Universities will be notified.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new Elementary Certificate in French as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: Humanities Division

Department/Program Name: Modern Languages

Degree and Program Title: **Elementary Certificate in French**

1. Program Description

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

24.0103

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

The elementary certificate in French will be a program in which students take 3 classes and 12 credits hours and develop reading, writing, speaking and listening abilities in the target language at an elementary level.

The courses in this certificate represent the sequence of classes for first year language learning, as has been done at other universities (see supporting document). The classes cover a progression toward the A1 level of fluency as described by the Common European Framework of Reference for Languages or Novice High to Intermediate Low on ACTFL ratings. To make sure that the students reach an adequate level of fluency, the certificate will only be granted to students who reach a B- average or higher over the three classes.

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

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

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

Required courses:

FR 101 First year French I, Credits: 4

FR 102 First year French II, Credits: 4

FR 103 First year French III, Credits: 4

Note: If students come into the program with previous language experience they might substitute FR 101 and/or FR 102 for the following classes with instructor approval:

FR 201 Second Year French I, Credits: 4

FR 202 Second Year French II, Credits: 4

Total credits: 12

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

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

e. Adequacy and quality of faculty delivering the program.

Current WOU French Program Faculty.

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

g. Other staff.

All of the pertinent Western Oregon administrative personnel.

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

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

i. Anticipated start date.

Fall, 2020

2. Relationship to Mission and Goals

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

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

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

By encouraging students to study a world language, we help students, in accordance with the university’s values, to create “connections extending beyond the classroom, across campus and into our local and global communities.” We also foster “an appreciation for the

complexity of the world”. As the Office of Academic Affairs website states: “Our graduates are equipped to be successful professionals and compassionate global citizens.” There is no better way to become a compassionate global citizen than to learn a foreign language.

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

i. improve educational attainment in the region and state;

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

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

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

iii. address civic and cultural demands of citizenship.

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

3. Accreditation

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

Western Oregon University.

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

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

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

N/A

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

The certificate will be transcriptable.

4. Need

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

10 students for Fall 2020

12 for 2021

15 for 2022

19 for 2023

25 for 2024

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

80

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

Traditional full-time students, to strengthen their degree.

- d. Evidence of market demand.

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

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

N/A

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

Targeted Professions:

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

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Demonstrate respect and empathy in unfamiliar situations with diverse customs and ways of life (Diversity).
Interact respectfully and appropriately with individuals and companies from different cultural backgrounds (Inquiry and Analysis)
Engage in real-life interactions with speakers of the target language in the target language (Diversity).

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

Assessing the effectiveness of the language certificates will be part of the ML Department general assessment. A quantitative assessment of the number of students who pursue certificates over the course of two academic years will be performed. We will determine if the Certificate Program has led to increased enrollment in language courses. This data will be included in the Modern Languages Annual Report.

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

N/A

6. Program Integration and Collaboration

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

Gina Greco, the MLA consultant who met with the Modern Languages Department at WOU in April 2019 recommended the implementation of certificates to revitalize Modern Languages at WOU. Her report emphasized that “Oregon universities offer many certificates (report from Georgetown University Center on Education and the Workforce), yet relatively few are offered at WOU”. Her report is attached to our proposal, as well as the report from Georgetown University Center on Education and the Workforce and a language certificate comparator analysis.

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

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

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

N/A.

- d. Potential impacts on other programs.

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

7. External Review

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

N/A.

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1 Academic Year: 2021-22

Estimated Costs and Sources of Funds for Proposed Program: Elementary Certificate in French

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

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

Budget Outline Form: Year 2 Academic Year 2022-23

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 3 Academic Year 2023-24
Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 4 Academic Year: 2024-25

Estimated Costs and Sources of Funds for Proposed Program

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

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

Academic and Student Affairs Committee (ASAC), Proposal for an Intermediate Certificate in French

The proposed Intermediate Certificate in French is a 12-credit program where students take 3 classes (12 credit hours) taught in French and develop reading, writing, speaking, and listening abilities in French at an intermediate level. The courses in this certificate represent the sequence of classes for second year language learning, as has been done at other universities. The classes cover a progression toward the A2 level of fluency as described by the Common European Framework of Reference for Languages or Intermediate Low to Intermediate Mid on ACTFL ratings. To ensure that the students reach an adequate level of fluency, the certificate will only be granted to students who reach a B- average or higher over the three classes.

Certificate programs have been developing rapidly in higher education across the country, including language certificates. Certificates benefit students by emphasizing specific skills they have acquired during their course of study. These skills are highly sought after by employers and can give students a competitive edge in the job market. There are many professional areas where a foreign language certificate would be of great value, such as health, education, business, science, law enforcement, foreign service, non-governmental organizations, and social work, to name just a few.

The proposed Intermediate Certificate in French received Faculty Senate Approval on February 9, 2021 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the Northwest Commission on Colleges and Universities will be notified.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new Intermediate Certificate in French as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: Humanities Division

Department/Program Name: Modern Languages

Degree and Program Title: **Intermediate Certificate in French**

1. Program Description

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

24.0103

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

The intermediate certificate in French will be a program in which students take 3 classes and 12 credits hours and develop reading, writing, speaking and listening abilities in the target language at an intermediate level.

The courses in this certificate represent the sequence of classes for second year language learning, as has been done at other universities (see supporting document). The classes cover a progression toward the A2 level of fluency as described by the Common European Framework of Reference for Languages or Intermediate Low to Intermediate Mid on ACTFL ratings. To make sure that the students reach an adequate level of fluency, the certificate will only be granted to students who reach a B- average or higher over the three classes.

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

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

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

Required courses:

FR 201 Second year French I, Credits: 4

FR 202 Second year French II, Credits: 4

FR 203 Second year French III, Credits: 4

Note: If students come into the program with previous language experience they might substitute FR 201 and/or FR 202 for the following classes with instructor approval:

FR 301 Third Year French I, Credits: 4

FR 302 Third Year French II, Credits: 4

Total credits: 12

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

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

e. Adequacy and quality of faculty delivering the program.

Current WOU French Program Faculty.

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

g. Other staff.

All of the pertinent Western Oregon administrative personnel.

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

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

i. Anticipated start date.

Fall, 2020

2. Relationship to Mission and Goals

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

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

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

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

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

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

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

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

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

- iii. address civic and cultural demands of citizenship.

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

3. Accreditation

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

Western Oregon University.

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

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

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

N/A

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

The certificate will be transcriptable.

4. Need

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

8 students for Fall 2020

10 for 2021

13 for 2022

16 for 2023

19 for 2024

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

60

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

Traditional full-time students, to strengthen their degree.

- d. Evidence of market demand.

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

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

N/A

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

Targeted Professions:

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

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

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

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

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

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

Assessing the effectiveness of the language certificates will be part of the ML Department general assessment. A quantitative assessment of the number of students who pursue certificates over the course of two academic years will be performed. We will determine if the Certificate Program has led to increased enrollment in language courses. This data will be included in the Modern Languages Annual Report.

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

N/A

6. Program Integration and Collaboration

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

Gina Greco, the MLA consultant who met with the Modern Languages Department at WOU in April 2019 recommended the implementation of certificates to revitalize Modern Languages at WOU. Her report emphasized that “Oregon universities offer many certificates (report from Georgetown University Center on Education and the Workforce), yet relatively few are offered at WOU”. Her report is attached to our proposal, as well as the report from Georgetown University Center on Education and the Workforce and a language certificate comparator analysis.

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

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

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

N/A.

- d. Potential impacts on other programs.

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

7. External Review

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

N/A.

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1 Academic Year: 2021-22

Estimated Costs and Sources of Funds for Proposed Program: Intermediate Certificate in French

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

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

Budget Outline Form: Year 2 Academic Year 2022-23

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 3 Academic Year 2023-24
Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 4 Academic Year: 2024-25

Estimated Costs and Sources of Funds for Proposed Program

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

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

Academic and Student Affairs Committee (ASAC), Proposal for a new Elementary Certificate in German

The proposed Elementary Certificate in German is a 12-credit program where students take 3 classes (12 credit hours) taught in German and develop reading, writing, speaking, and listening abilities in German at an elementary level. The courses in this certificate represent the sequence of classes for first-year language learning, as has been done at other universities. The classes cover a progression toward the A1 level of fluency as described by the Common European Framework of Reference for Languages or Novice High to Intermediate Low on ACTFL ratings. To make sure that the students reach an adequate level of fluency, the certificate will only be granted to students who reach a B-average or higher over the three classes.

In addition to showcasing student ability in a specific language, a language certificate acknowledges numerous skills that are highly valued by employers, such as cultural competence, critical thinking and the ability to communicate in ambiguous situations. This gives a significant added value to candidates looking for jobs in a wide array of careers, as there is high demand for bilingual professionals in education, business, law, and medical fields.

The proposed Elementary Certificate in German received Faculty Senate Approval on February 9, 2021 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the Northwest Commission on Colleges and Universities will be notified.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new Elementary Certificate in German as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: Humanities Division

Department/Program Name: Modern Languages

Degree and Program Title: **Elementary Certificate in German**

1. Program Description

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

24.0103

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

The Elementary Certificate in German will be a program in which students take 3 classes (12 credit hours) taught in German and develop reading, writing, speaking, and listening abilities in the target language at an elementary level.

Certificate programs have been developing rapidly in higher education across the country, including language certificates (for examples, refer to the language certificate descriptions in the supporting documents). Certificates benefit students by emphasizing specific skills they have acquired during their course of study. These skills are highly sought after by employers and can give students a competitive edge in the job market. Students are able to highlight the certificates they have earned on their resumes. Employers can see the extra skills applicants are potentially bringing to their company without checking university transcripts. It is crucial that Western Oregon University students have the same opportunity as students from other institutions to more clearly present their skills to potential employers. In fact, there are many professional areas where a foreign language certificate would be of great value, such as health, education, business, science, law enforcement, foreign service, non-governmental organizations, and social work, to name just a few.

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

The courses in this certificate represent the sequence of classes for first-year language learning, as has been done at other universities (see supporting document). The classes cover a progression toward the A1 level of fluency as described by the Common European Framework of Reference for Languages or Novice High to Intermediate Low on ACTFL

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

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

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

Required courses:

GL 101 First Year German I, Credits: 4

GL 102 First Year German II, Credits: 4

GL 103 First Year German III, Credits: 4

Note: If students come into the program with previous language experience, they might substitute GL 101 and/or GL 102 with the following classes with instructor approval:

GL 201 Second Year German I, Credits: 4

GL 202 Second Year German II, Credits: 4

Total credits: 12

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

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

e. Adequacy and quality of faculty delivering the program.

Current WOU German Program Faculty.

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

g. Other staff.

All of the pertinent Western Oregon administrative personnel.

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

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

i. Anticipated start date.

Fall 2020

2. Relationship to Mission and Goals

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

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

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

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

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

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

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

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

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

- iii. address civic and cultural demands of citizenship.

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

3. Accreditation

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

Western Oregon University.

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

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

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

N/A

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

The certificate will be transcriptable.

4. Need

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

4 students for Fall 2020

6 for 2021

9 for 2022

12 for 2023

15 for 2024

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

40

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

Traditional full-time students, to strengthen their degree.

- d. Evidence of market demand.

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

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

N/A

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

Targeted Professions:

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

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

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

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

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

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

Assessing the effectiveness of the language certificates will be part of the ML Department general assessment. A quantitative assessment of the number of students who pursue certificates over the course of two academic years will be performed. We will determine if the Certificate Program has led to increased enrollment in language courses. This data will be included in the Modern Languages Annual Report.

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

N/A

6. Program Integration and Collaboration

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

Gina Greco, the MLA consultant who met with the Modern Languages Department at WOU in April 2019, recommended the implementation of certificates to revitalize Modern Languages at WOU in a way similar to what has been done at PSU Modern Languages programs. Her report is attached, as well as a language certificate comparator analysis.

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

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

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

N/A.

- d. Potential impacts on other programs.

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

7. External Review

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

N/A.

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1 Academic Year: 2021-22

Estimated Costs and Sources of Funds for Proposed Program: Elementary Certificate in German

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

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

Budget Outline Form: Year 2 Academic Year 2022-23

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 3 Academic Year 2023-24
Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 4 Academic Year: 2024-25

Estimated Costs and Sources of Funds for Proposed Program

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

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

Academic and Student Affairs Committee (ASAC), Proposal for an Intermediate Certificate in German

The proposed Intermediate Certificate in German is a 12-credit program where students take 3 classes (12 credit hours) taught in German and develop reading, writing, speaking, and listening abilities in German at an intermediate level. The courses in this certificate represent the sequence of classes for second year language learning, as has been done at other universities. The classes cover a progression toward the A2 level of fluency as described by the Common European Framework of Reference for Languages or Intermediate Low to Intermediate Mid on ACTFL ratings. To ensure that the students reach an adequate level of fluency, the certificate will only be granted to students who reach a B- average or higher over the three classes.

Certificate programs have been developing rapidly in higher education across the country, including language certificates. Certificates benefit students by emphasizing specific skills they have acquired during their course of study. These skills are highly sought after by employers and can give students a competitive edge in the job market. There are many professional areas where a foreign language certificate would be of great value, such as health, education, business, science, law enforcement, foreign service, non-governmental organizations, and social work, to name just a few.

The proposed Intermediate Certificate in German received Faculty Senate Approval on February 9, 2021 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the Northwest Commission on Colleges and Universities will be notified.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new Intermediate Certificate in German as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: Humanities Division

Department/Program Name: Modern Languages

Degree and Program Title: **Intermediate Certificate in German**

1. Program Description

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

24.0103

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

The Intermediate Certificate in German will be a program in which students take 3 classes (12 credit hours) taught in German and develop reading, writing, speaking, and listening abilities in the target language at an intermediate level.

Certificate programs have been developing rapidly in higher education across the country, including language certificates (for examples, refer to the language certificate descriptions in the supporting documents). Certificates benefit students by emphasizing specific skills they have acquired during their course of study. These skills are highly sought after by employers and can give students a competitive edge in the job market. Students are able to highlight the certificates they have earned on their resumes. Employers can see the extra skills applicants are potentially bringing to their company without checking university transcripts. It is crucial that Western Oregon University students have the same opportunity as students from other institutions to more clearly present their skills to potential employers. In fact, there are many professional areas where a foreign language certificate would be of great value, such as health, education, business, science, law enforcement, foreign service, non-governmental organizations, and social work, to name just a few.

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

The courses in this certificate represent the sequence of classes for second year language learning, as has been done at other universities (see supporting document). The classes cover a progression toward the A2 level of fluency as described by the Common European

Framework of Reference for Languages or Intermediate Low to Intermediate Mid on ACTFL ratings. To make sure that the students reach an adequate level of fluency, the certificate will only be granted to students who reach a B- average or higher over the three classes.

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

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

Required courses:

GL 201 Second Year German I, Credits: 4

GL 202 Second Year German II, Credits: 4

GL 203 Second Year German III, Credits: 4

Note: If students come into the program with previous language experience they might substitute GL 201 and/or GL 202 for the following classes with instructor approval:

GL 301 Third Year German I, Credits: 4

GL 302 Third Year German II, Credits: 4

Total credits: 12

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

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

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

Current WOU German Program Faculty.

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

- g. Other staff.

All of the pertinent Western Oregon administrative personnel.

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

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

- i. Anticipated start date.

Fall 2020

2. Relationship to Mission and Goals

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

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

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

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

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

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

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

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

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

- iii. address civic and cultural demands of citizenship.

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

3. Accreditation

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

Western Oregon University.

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

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

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

N/A

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

The certificate will be transcriptable.

4. Need

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

3 students for Fall 2020

5 for 2021

7 for 2022

9 for 2023

11 for 2024

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

32

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

Traditional full-time students, to strengthen their degree.

- d. Evidence of market demand.

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

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

N/A

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

Targeted Professions:

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

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

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

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

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

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

Assessing the effectiveness of the language certificates will be part of the ML Department general assessment. A quantitative assessment of the number of students who pursue certificates over the course of two academic years will be performed. We will determine if the Certificate Program has led to increased enrollment in language courses. This data will be included in the Modern Languages Annual Report.

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

N/A

6. Program Integration and Collaboration

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

Gina Greco, the MLA consultant who met with the Modern Languages Department at WOU in April 2019, recommended the implementation of certificates to revitalize Modern Languages at WOU in a way similar to what has been done at PSU Modern Languages programs. Her report is attached, as well as a language certificate comparator analysis.

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

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

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

N/A.

- d. Potential impacts on other programs.

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

7. External Review

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

N/A.

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1 Academic Year: 2021-22

Estimated Costs and Sources of Funds for Proposed Program: Certificate in Intermediate German

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

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

Budget Outline Form: Year 2 Academic Year 2022-23

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 3 Academic Year 2023-24
Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 4 Academic Year: 2024-25

Estimated Costs and Sources of Funds for Proposed Program

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

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

Academic and Student Affairs Committee (ASAC), Proposal for a new Undergraduate Certificate in Public and Nonprofit Management

The proposed Undergraduate Certificate in Public and Nonprofit Management is a 20-credit program designed to provide undergraduate students with skills and knowledge necessary to succeed in a variety of careers in organizations in the public, nonprofit, and international civil service sectors. Students will develop an understanding of the theoretical and practical applications of issues such as management, fundraising, communications, and the role of public policy within these important organizational sectors. While based in public policy and administration, we feel the certificate will complement many other programs on campus because it will be useful for anyone interested in working in the nonprofit sector regardless of discipline.

The nonprofit sector is seeing tremendous growth, with the Center for Civil Society Studies at Johns Hopkins University estimating that nearly one in 10 jobs in the US private workforce is in the nonprofit sector. Further, since 2007, nonprofit jobs have seen growth at nearly four times the rate of for-profit jobs (http://ccss.jhu.edu/wp-content/uploads/downloads/2019/01/2019-NP-Employment-Report_FINAL_1.8.2019.pdf). Additionally, in 2016, nonprofits accounted for 12.2% of private employment for the state of Oregon (ibid.). Master-level programs in Nonprofit and Public Management are also within the top 50 programs for "Latinx Masters Degrees" and "Non-Health Masters Degrees" according to the Stamats Report completed for WOU. While we are only proposing an undergraduate certificate at this time, it indicates a need for this area of study, and suggests possibilities for growth down the road.

The proposed Undergraduate Certificate in Public and Nonprofit Management received Faculty Senate Approval on February 9, 2021 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the Northwest Commission on Colleges and Universities 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 Public and Nonprofit Management as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Liberal Arts and Sciences

Department/Program Name: Politics, Policy, and Administration

Degree and Program Title: Undergraduate Certificate in Public and Nonprofit Management

1. Program Description

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

CIP 44

- 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 undergraduate certificate in Public and Nonprofit Management, which is founded in public policy and administration, is designed to provide undergraduate students with skills and knowledge necessary to succeed in a variety of careers in organizations in the public, nonprofit, and international civil service sectors. Students will develop an understanding of the theoretical and practical applications of issues such as management, fundraising, communications, and the role of public policy within these important organizational sectors. While based in public policy and administration, we feel the certificate will complement many other programs on campus because it will be useful for anyone interested in working in the nonprofit sector regardless of discipline.

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

Core Classes – 4 core classes (16 credits)

PS 351 Introduction to Public Administration (pre-req) (4 cr)

PS 466 Public budgeting (4 cr)

PS 480 Administrative law (4 cr)

PS 455 Public and nonprofit management (4 cr)

Elective - Choose One (4 credits)

WR 303 Grant writing (4 cr)

PS 456 Advocacy and Public Policy (4 cr)

PS 410 Internship (4 cr)

PS 486 International Organizations and Law (4 cr)

Capstone - PS SSC 405 (new course, 1 cr, by arrangement)

Total Credits: 21

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

The courses will be offered via online and hybrid modalities through the Monmouth Campus. Depending on future growth and student needs, the courses may eventually be offered fully online or through the Salem campus.

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

The faculty who contribute to current programs in policy and administration will be the ones primarily delivering the proposed courses, with the current faculty in the English Studies department will be able to deliver the WR 303 course as part of their regular offerings. There is no concern about the adequacy and quality of faculty who will deliver the program.

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

Current full-time and adjunct faculty are adequate to successfully launch this certificate.

- g. Other staff.

Current staff are adequate to deliver the new certificate.

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

Current resources are adequate to deliver the new certificate.

- i. Anticipated start date.

Fall 2021

2. Relationship to Mission and Goals

The proposed certificate aligns with WOU's mission of creating lasting opportunities for student success through transformative education and personalized support by providing a lasting skillset that students can use in multiple careers once they graduate. This certificate was conceived to address student demand, as many students requested a program which would help them move into (in particular) the nonprofit and international civic services sectors. The certificate also meets elements of the WOU vision and values. The focus on developing managerial skills for public and nonprofit organizations means students will move into careers which support the public good (Sustainability and Stewardship), and will help them develop the knowledge, skills, pathways, technologies, and resources needed to utilize opportunities for civic engagement and societal development (Empowerment). The certificate also fits into the intuitional priorities for academic excellence as it incorporates

high-impact practices within the curriculum such as internships, and team-based activities, among others, and promotes critical thinking related to organizational problem-solving.

- 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.

3. Accreditation

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

Not applicable.

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

Not applicable.

- 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.

Not applicable.

- 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.

Not applicable.

4. Need

Need: The nonprofit sector is seeing tremendous growth, with the Center for Civil Society Studies at Johns Hopkins University estimating that nearly one in 10 jobs in the US private workforce is in the nonprofit sector. Further, since 2007, nonprofit jobs have seen growth at nearly four times the rate of for-profit jobs (http://ccss.jhu.edu/wp-content/uploads/downloads/2019/01/2019-NP-Employment-Report_FINAL_1.8.2019.pdf). Additionally, in 2016, nonprofits accounted for 12.2% of private employment for the state

of Oregon (ibid.). Masters programs in Nonprofit and Public Management are also within the top 50 programs for "Latinx Masters Degrees" and "Non-Health Masters Degrees" according to the Stamats Report completed for WOU. While we are only proposing an undergraduate certificate at this time, it indicates a need for this area of study, and suggests possibilities for growth down the road.

In Oregon, there is only one undergraduate certificate in nonprofit management offered nearly 250 miles away at Southern Oregon University. Not only is this program at the other end of the state, it does not include the public focus which our program will provide. We are seeing a shift towards greater interconnectivity between government and nonprofit organizations to address a variety of social problems, so it is important to include a public focus. SOU's program is also 28 credit hours, while ours is 21 credit hours. Further, geographically we are in an ideal place to offer such a program because of our proximity to the state capitol and Portland. Our program will therefore fill a need for many students who aspire to build careers in the nonprofit sector.

Further, while the undergraduate programs in the state are limited, there some programs at the graduate level which would be good programs to which graduates who receive the WOU certificate could apply. University of Oregon has an M.A. in Nonprofit Management along with a graduate certificate in nonprofit and public management. Portland State University also offers a graduate certificate in nonprofit and public management. PSU also has a Nonprofit Institute (<https://www.pdx.edu/nonprofit-institute/>) which has connections in Salem.

- 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?

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Demonstrate knowledge of principles, theories and concepts of public and nonprofit organizations.

Demonstrate skills such as problem solving, decision-making, organizational ethics, and budgeting for public and nonprofit management.

Analyze real-world cases in public, nonprofit, and international civil service organizations to identify strengths, weaknesses, and strategies for improvement.

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

We are adding a 1 credit capstone course that will be used to assess the certificate program. Students will take the capstone at the end of the program, creating a portfolio of their work and reflecting on their experience overall.

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

Not applicable.

6. Program Integration and Collaboration

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

This program is closely related to WOU's Organization Leadership program in that it touches on similar topics related to leadership and management. However, this serves as a complementary certificate for OL students because it would provide them with additional skills related specifically to nonprofit and public organizations.

This program is also similar to the Business Administration and Public Policy and Administration programs because both of these programs address similar topics of organizational management, promotion, finance, etc. However, the proposed certificate would act as a complementary program for students in either program because it would provide them with a deeper knowledge of these topics specific to nonprofit and public organizations.

The only other similar undergraduate certificate in Oregon is offered at Southern Oregon University. Their program, however, does not include a public focus. We are seeing a shift towards greater interconnectivity between government and nonprofit organizations to address a variety of social problems, so it is important to include a public focus. Further, geographically we are in an ideal place to offer such a program - proximity to the state capitol and Portland - without creating major competition with SOU, which is at the opposite end of the state.

- 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.

This program complements many other programs on campus because it will be useful for anyone interested in working in the nonprofit sector regardless of discipline. Therefore, we will work with programs across campus, those in Academic Affairs, and others to ensure students are aware of the availability of the certificate.

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

Not applicable.

d. Potential impacts on other programs.

Because Business Administration and Organizational Leadership are similar programs, so we spoke with Drs. Dave Foster and Paul Disney in November 2019 and again in December 2020 to discuss whether there was overlap or potential competition with their current programs. Dr. Foster confirmed that there was no overlap and that it would even be complementary for OL students. Dr. Disney verbally confirmed in 2019 that there was no overlap, but did not respond to another email verification in December 2020.

Dr. Lars Soderland was contacted in September 2019 and again in December 2020 about including WR 303 as part of the curriculum for the certificate and had no concerns about its inclusion.

Dr. Nick Backus was contacted in November 2019 to identify if there was overlap with the advocacy element of the certificate in the Communications Studies Division. He confirmed that there is no overlap. Dr. Dana Schowalter was contacted in December 2020 to confirm that there was no conflict with the final draft proposal.

7. External Review

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

Not applicable.

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1 Academic Year: 2021-22

Estimated Costs and Sources of Funds for Proposed Program: Certificate in Public and Non-Profit Management

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

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

Budget Outline Form: Year 2 Academic Year 2022-23

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 3 Academic Year 2023-24
Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 4 Academic Year: 2024-25

Estimated Costs and Sources of Funds for Proposed Program

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

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

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

The proposed Graduate Certificate in STEM Education Leadership is an 18-credit program that can be completed as part of an MS Education degree or as a stand-alone credential. In addition to core course work, students choose electives in a focus area that may include traditional STEM fields or areas like Organizational Leadership, Curriculum and Instruction, Math Education, ESOL, or Early Childhood. Through the program, participants will deepen their foundational knowledge of STEM content and pedagogy, become STEM leaders who create, support and advocate for equitable STEM learning environments, improve coaching and facilitation skills in the context of teacher professional development, and exemplify professional leadership dispositions and reflective practice.

The stand-alone certificate is intended for educators who do not, at present, want or need an MEd but are looking for opportunities to advance or change their career trajectory in STEM education fields. It is open to anyone who wants to acquire knowledge of state-of-the-art innovative STEM education approaches that will help to facilitate effective and deep teaching and learning in STEM disciplines for all students. Ultimately, it prepares educators to take their place at the table as a STEM educational leader and advocate.

The proposed Graduate Certificate in STEM Education Leadership received Faculty Senate Approval on March 9, 2021 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the Northwest Commission on Colleges and Universities will be notified of the 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 Graduate Certificate in STEM Education Leadership as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: Education and Leadership: Master of Science in Education

Degree and Program Title: STEM Educational Leadership Certificate

1. Program Description

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

13.1213 Science, Technology, Engineering, and Mathematics (STEM) Educational Methods.

Definition: A program that prepares individuals to connect education practices with scientific, engineering, and mathematical principles for PreK-12 students. Includes instruction in critical thinking, curriculum and instruction, history of STEM education, integrating STEM across curricula, learning sciences and technology, STEM education methods, and teacher leadership in STEM education.

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 2016 and 2021 Oregon STEM plans make it clear that STEM education is important to the success of Oregon's economic future. To ensure that success STEM careers must be accessible to all Oregon students. STEM education leaders can be part of the solution. The need for effective STEM education leaders is there is and is embedded in STEM Education Plan Goal #3: Continuously improve the effectiveness, support, and number of formal and informal P-20 STEM educators. The MSED program already includes STEM Education as a major option. This proposal is to offer a standalone certificate in STEM Educational Leadership. The STEM Educational Leadership Certificate can be completed while completing the MSED in STEM education. By offering a standalone certificate the MSED program could attract educators who do not want or need an MSED but are looking for opportunities to advance or change their career trajectory in STEM education fields. It is open to anyone who wants to acquire knowledge of state-of-the-art innovative STEM education approaches that will help to facilitate effective and deep teaching and learning of STEM disciplines for all students.

There are a variety of STEM certificates available across the USA. There is no consensus on what needs to be included in a STEM certificate. Many STEM certificates have a clear focus on STEM discipline content and general STEM instructional best practices. This certificate is different because it focuses on leadership in STEM education. There are no specific STEM Education Leadership certificates offered in Oregon and not many elsewhere either. (Johns Hopkins offers one for K-6 teachers. The NASA Endeavor Project includes a STEM Leadership certificate.)

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

The STEM Educational Leadership Certificate is designed to promote the continued development and professional growth of prospective STEM education leaders. Because this certificate is open anyone

interested in becoming a STEM education leader and not just K-12 teachers it needed to include the opportunity for a focus area. The STEM education electives are the focus area. These electives allow for cross disciplinary opportunities within the Division of Education and Leadership as well as other WOU graduate programs.

Core Courses (18 credits)

ED 609 Practicum Credits: 3 (*Opportunity for collaboration with STEM Hub*)

ED 637 Inquiry into Pedagogy -STEM Credits: 3 (*Part of MEd STEM Education*)

ED 678 STEM Education for ALL Credits: 3 (*Part of MEd STEM Education*)

ED 690 STEM Education Leadership Credits: 3 (*Opportunity for collaboration with STEM Hub*)

STEM Education Electives Credits: 6. Selection in consultation with STEM education advisor. (*Examples of focus areas selected from existing graduate offerings could be Organizational Leadership, Curriculum and Instruction, Math Education, ESOL, Early Childhood. Other focus area courses could be more STEM content driven in a STEM discipline.*)

- d. **Manner in which the program will be delivered**, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).
The certificate program will be offered 100% online. We anticipate the possibility of our students wanting or needing to meet at a STEM school site or STEM hub location.
- e. **Adequacy and quality** of faculty delivering the program.
and
- f. **Adequacy of faculty resources** – full-time, part-time, adjunct.
Primarily three WOU faculty members will be engaged in this certificate program. One is a Professor of Science Education and is currently working with three STEM hubs on Elementary Science Time project. One is a Non-Tenure Track (NTT) faculty who is currently a doctoral candidate at Oregon State University's STEM Education program. The third is another NTT faculty who is a graduate of the WOU Master of Arts in Teaching program and is a recently retired science teacher. We also anticipate recruiting several NTT instructors to teach one class who are recognized STEM education leaders involved in Oregon STEM hubs. We want graduate students in the STEM Educational Leadership Certificate program to have opportunities to work with STEM hub professionals.
Only two courses in the certificate program are new. These are the ones that are experiential in nature and will tie in with STEM hubs. The rest are already part of the MEd in STEM Education and other graduate offering through focus area choices.
- g. **Other staff.** No other staff needed.
- h. **Adequacy of facilities, library, and other resources.** The WOU library has the STEM Education journals that are part of the STEM Education resources needed. WOU offers student success resources that includes graduate students. The WOU STEM education faculty have extensive resources to support this certificate program.
- i. **Anticipated start date.** Fall 2021

2. Relationship to Mission and Goals

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

The STEM Education Leadership certificate aligns with WOU strategic priorities.

1. Academic program initiatives.

4.1 Promote academic array that provides distinctive, high-quality programs.

The STEM Education Leadership Certificate is unique. There are no graduate STEM education certificates in Oregon and no STEM Education Leadership certificates available in Oregon.

5. Identify and support activities, programs and practices that promote excellence in all academic programs.

5.2 Create opportunities for all graduate programs to include high-impact activities that support attainment of graduate learning outcomes.

The STEM Educational Leadership Certificate has multiple opportunities for high impact activities.

- The program offers communities of practice because although it is not a cohort model, all participating graduate students are pursuing a STEM Educational Leadership certificate and will be working collaboratively throughout the program.
- Graduate Writing: In the STEM certificate writing will be intensive and frequent, using reflective and academic writing.
- Collaborative projects will be offered through an action learning model for projects and assignments. Learners will have opportunities to enhance their knowledge by working with peers to find solutions to problems or scenarios.
- Diversity and equity are not only included through a required course but are embedded in assignments in other courses too.
- Experiential learning occurs extensively in the STEM leadership course and practicum.

- 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.

In 2016 Oregon STEM Education Plan was launched. In that plan the focus is on four goals:

1. STEM readiness and proficiency – Inspire and empower students.
2. STEM for ALL – Ensure equitable opportunities for every student.
3. Continuous improvement – effectiveness, support for and increase number of STEM educators.
4. Sustainability – create conditions to achieve STEM outcomes.

Effective STEM leaders can help move us toward reaching all the STEM Plan goals.

The 2021 -2025 Oregon STEM plan continues this trajectory by adding specific outcomes to the original 2016 STEM goals. Goal 3 outcomes are:

1. School and district leaders adopt STEM teaching and learning principles school- and district-wide.
2. New educators enter the teaching workforce with a deep understanding of STEM teaching and learning principles, and STEM content knowledge.
3. The P-12 educator workforce maintains a deep understanding of STEM teaching and learning principles and is confident in implementing these principles in their practice.

The STEM Educational Leadership Certificate directly supports Goal #3 outcomes. It will provide a means to continuously improve the effectiveness, support, and the number of formal and informal P-20 STEM educators in Oregon.

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

The mission and learning outcomes of the STEM Educational Leadership certificate support meeting regional and statewide needs. Oregon is divided into a network of regional STEM hubs. Each hub network is a regional collective impact of partnerships that bring together local leaders and programs from K-12, post-secondary, out-of-school programs, business & industry, workforce, economic development, civic leaders, community-based organizations, government agencies, STEM-rich institutions and families. STEM Education leaders will be supporting the statewide STEM hub network. The leadership and practicum classes are specifically designed to have student certificate candidates have opportunities to participate in local, regional or statewide STEM challenges and opportunities, including those that are part of STEM hub initiatives.

Mission: Support the development of leaders in STEM education by promoting in-depth understanding of current STEM related standards, the need for access and equitable opportunities in STEM for all students, and instructional practices with a particular focus on research and evidence-based practices. Provides opportunities and experiences to gain advanced expertise and skills to be better equipped for greater effectiveness in their roles as leaders of STEM in educational settings. **Prepare educators to take their place at the table as a STEM educational leader and advocate.**

3. Accreditation

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

STEM Educational Leadership does not have an accrediting board at any level.

4. Need

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

We expect 5 certificates in the 2021-2022 as some MSED students will integrate the certificate in their MSED degree program. After that we expect 5-10 annually. Because the certificate is offered 100% online and because it is a STEM Educational Leadership Certificate and not a STEM certificate, we expect we will have graduate students from Oregon and from out of state will earn the certificate.

- 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? The career path for graduates of the program is varied. Some will become STEM leaders in their school district or at their school. Those could be STEM curriculum specialists, STEM teachers on special assignments (TOSAs) or STEM coaches. Others can become deeply involved working with Oregon STEM hubs. STEM education leaders might choose to follow a career in museums and other non-formal education centers where they can do STEM outreach, be the creators and instructors for innovative STEM programs. Some might be focuses on robotics and coding clubs and coaches.

- c. Characteristics of students

It is expected that this STEM Educational Leadership certificate will draw students from across Oregon and beyond. Because this certificate is intended to be for everyone, not only

K-12 teachers, we anticipate drawing from non-formal educators in as well. We hope to include students who represent underrepresented groups in STEM.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.
 1. **Deepen foundational knowledge** of STEM policies and STEM pedagogical content knowledge expertise.
 2. **Develop STEM leaders who create, support and advocate** for environments for STEM learning focusing on equity and opportunities for all.
 3. **Improve ability to use best practices in STEM professional development** to enhance coaching and facilitation skills, and design innovative professional learning opportunities in STEM.
 4. **Exemplify professional leadership dispositions** and reflective practice while contributing to the field of STEM education.
- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Learning outcomes will be assessed through the STEM Leadership and STEM Leadership Practicum courses. These courses require completion of a STEM Leadership Project plan and implementation. A rubric will be developed for this assessment. Surveying STEM practicum partners will also help us assess learning outcomes. A partnership survey will be developed for this.
- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Being part of the STEM education community is an important role for faculty that are involved with the STEM Educational Leadership certificate. The connections in that community are important to recognizing the certificate as a valued professional goal. The primary program faculty have worked in STEM education for years. It is expected that we will be working closely with STEM educational leadership certificate candidates and STEM hubs so we can investigate the impact of the STEM leaders in those educational settings.

6. Program Integration and Collaboration

Portland State University offers a general Teacher Leadership Certificate that can be integrated into their Master's in Curriculum and instruction degree. That is not specific to STEM. The potential for collaboration with this STEM leadership certificate is primarily with non-formal education entities like museums, nature centers, and with STEM Hubs, as well as with school districts. Because this certificate goes beyond licensed teachers the potential for collaboration extends further into other community-based options. Oregon STEM Hubs are the most obvious choice for collaboration, but they are not the only option.

This certificate can be integrated into the WOU MS in Education STEM Education degree. The MSeEd Curriculum and Instruction degree has focus areas of 9 credits. STEM Education is one of the focus areas options. By adding one additional course the certificate can be integrated into the Curriculum and Instruction degree.

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.

Budget Outline Form: Year 1 Academic Year: 2021-22

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

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

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

Budget Outline Form: Year 2 Academic Year 2022-23

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 3 Academic Year 2023-24
Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 4 Academic Year: 2024-25

Estimated Costs and Sources of Funds for Proposed Program

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

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

MEMO

To: WOU Board of Trustees, Academic and Student Affairs Committee
From: Dr. Laurie Burton, Curriculum Committee chair
Re: Report on integrating required HECC components for new minors and certificates into curriculum portal form
Date: April 1, 2021

May 27, 2020 Memo

See Appendix A for the 5/27/20 memo where I introduced the idea of streamlining this process for faculty and integrating questions in the HECC document, and the budget information previously listed in the HECC document, directly into the curriculum portal forms.

Report summary

The Faculty Senate Curriculum programmer has completed the integration of the HECC questions and budget information, for both new certificate (undergraduate and graduate) and new minor (undergraduate) proposals, into the required questions in the curriculum portal. This is quite helpful for processing for everyone, faculty sponsors only need to use one form, and reviewers can see all the required information in one place. For new minors and new certificates, the streamlining of the budget questions is especially helpful, new minors and new certificates are generally close to cost neutral, using existing courses and facilities. Occasionally a new course or two is required for the new program. This should be clearly reflected in the integrated budget questions. Faculty are informed via wou.edu/curriculum.

Integration report

Here are the HECC questions that now show directly in the curriculum portal proposals.

Integrated new program questions

1. Proposed Classification of Instructional Programs (CIP) number
2. How and where will the program be delivered? (as above)
3. How will the courses be offered? (as above)
4. Anticipated start date
5. Briefly describe how the proposed program aligns with WOU's strategic priorities
6. Briefly describe how the proposed program meets regional or statewide needs and enhances the state's capacity to improve educational attainment in the region and state
7. List closely related programs at WOU or other Oregon colleges and universities and the way in which this program complements other similar programs in other Oregon institutions and other related programs at WOU.

Integrated budget questions

8. Will new sections of courses or additional hires be needed to offer this program? What are the faculty salary budget impacts of this proposed new program?
9. What is the plan to recruit students to this proposed new program? Have you worked with MarCom to establish a marketing plan to promote this new program? Please briefly describe the plan.
10. What is the budget source for the plan to attract new students to this proposed new program?

MEMO

To: WOU Board of Trustees, Academic and Student Affairs Committee
From: Dr. Laurie Burton, Curriculum Committee chair
Re: Request to integrate required HECC components for new minors and certificates into curriculum portal form
Date: May 27, 2020

Current process

To propose a new minor or a new certificate (undergraduate or graduate), the proposal sponsor must complete the portal curriculum forum and part of the [HECC Proposal for a New Academic Program](#).

Per wou.edu/curriculum/programs:

- ▶ ii. New certificate program
- ▶ iii. New minor program

(Additionally) Complete the relevant portions (items 1 – 6) of the HECC Proposal for a New Academic Program for review by the WOU Board of Trustees

Proposal

The chairs of the Curriculum, General Education, and Graduate Committees, in collaboration with the General Education director, the Curriculum programmer and the Registrar's office, have formed the Curriculum Solutions Task Force and have been meeting this term to streamline processes.

We propose to integrate, for new minor and new certificate proposals, the required components of the HECC Proposal for a New Academic Program into the portal curriculum form.

We request this change to streamline the process for proposal sponsors, and to eliminate the requirement to duplicate information.

Please see the next pages for a complete listing of the proposed changes.

1. Program Description

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

PROPOSED: Add to online form

- 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.

PROPOSED: Additional information beyond the existing form not needed
This is already on the form with the question “Summary/Rationale for proposal Give a summary of the proposal, including a rationale and evidence. Please also explain the big picture, reasons for the proposal (e.g. alignment with other institutions, accreditation, etc.) and the students/programs affected.”

There is an additional field as well, “Targeted Professions-Describe how the certificate is designed so that the coursework purposefully targets a specific profession or profession.”

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

PROPOSED: Additional information beyond the existing form not needed
This is already on the online form in catalog-ready view

- 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).

PROPOSED: Add to online form; suggested wording

Radio buttons (can select more than one)

- How and where will the program be delivered?
 - WOU campus (in person or online)
 - WOU@Salem
 - Other: _____

- How will the courses be offered?¹
 - Face-to-face
 - Hybrid
 - Online synchronous
 - Online asynchronous

¹ See wou.edu/provost/instructional-resiliency/delivery-definitions-fall-2020 for new course delivery definitions
Page 96 of 124

1. Program Description continued

- a. Adequacy and quality of faculty delivering the program.
- b. Adequacy of faculty resources – full-time, part-time, adjunct.
- c. Other staff.
- d. Adequacy of facilities, library, and other resources.

PROPOSED: Items 1.f – 1.i are already on the online form
The field is “Faculty and Facilities Needed”

- e. Anticipated start date.

PROPOSED: Add to online form, suggested wording

- Anticipated start date

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

PROPOSED: Add two fields for this area to online form

Suggested wording

- Briefly describe how the proposed program aligns with WOU's strategic priorities
- Briefly describe how the proposed program meets regional or statewide needs and enhances the state’s capacity to improve educational attainment in the region and state

3. Accreditation

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

PROPOSED: Not needed, these are not new minor/certificate-specific questions

3. Accreditation continued

- 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.).

PROPOSED: Items 4.a – 4.c are not needed, not new minor/certificate-specific questions

Certificates will be using existing courses; this information is beyond the scope of faculty proposers at the time of the certificate proposal.

Characteristics of students to be served might be covered in proposed new certificate criteria.

- d. Evidence of market demand.

PROPOSED: Not needed, item d covered in #2 above (per new minor/certificate)

- 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?

PROPOSED: Items 4.e – 4.f are not needed, not a new minor/certificate-specific questions

4. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

PROPOSED: This is already on the online form

Catalog ready style includes: Mission, (program) Learning Outcomes, and Course of study

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

PROPOSED: Not needed, program review is under the purview of the Office of Academic Effectiveness

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

PROPOSED: Not needed, this is a component of the tenure and promotion process

5. 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.

PROPOSED: Add one summary field for items 6.a – 6.d to the online form

Suggested wording

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

Budget items to also add to online form for new minors and new certificate proposals.

Each bulleted item is a field on the form:

- Will new sections of courses or additional hires be needed to offer this program? What are the faculty salary budget impacts of this proposed new program?
- What is the plan to recruit students to this proposed new program? Have you worked with MarCom to establish a marketing plan to promote this new program? Please briefly describe the plan.
- What is the budget source for the plan to attract new students to this proposed new program?

Summary, new questions to add to form

- Proposed Classification of Instructional Programs (CIP) number
- How and where will the program be delivered? (as above)
- How will the courses be offered? (as above)
- Anticipated start date
- Briefly describe how the proposed program aligns with WOU's strategic priorities
- Briefly describe how the proposed program meets regional or statewide needs and enhances the state's capacity to improve educational attainment in the region and state
- List closely related programs at WOU or other Oregon colleges and universities and the way in which this program complements other similar programs in other Oregon institutions and other related programs at WOU.
- Will new sections of courses or additional hires be needed to offer this program? What are the faculty salary budget impacts of this proposed new program?
- What is the plan to recruit students to this proposed new program? Have you worked with MarCom to establish a marketing plan to promote this new program? Please briefly describe the plan.
- What is the budget source for the plan to attract new students to this proposed new program?

Academic and Student Affairs Committee
Vice President for Student Affairs Report | Dr. Gary Dukes
April 8, 2021

Fall 2021 Recruitment Update

Applications and admitted student numbers continue to be down from previous years. Applications are tracking down 24% and Admitted students are tracking down 13%. As has been the case, PIBOC students are tracking down the most. Hawaii which normally is a state we attract many students from, has the largest drop. Our Latinx population is also significantly down.

We have a committee which continues to meet weekly to brainstorm strategies in order to increase applications and yield. A Drive Thru Tour was held on March 30. Sixty families signed up to participate and we had 55 attend which we felt was a huge success. It was a sunny day to show off our campus. We have also re-started in-person campus tours.

We have Admitted Student Receptions planned on April 11 in Tigard and April 25 on-campus. We will have two receptions each date in order to maximize attendance. We continue to plan events which bring students to campus.

Housing applications which are often an indicator of recruitment are down. We have 311 housing applications this year as compared to 488 at this time last year.

Financial Aid

We just completed reviewing scholarship applications and are about to make awards. Once this process is completed, we will be sending out official award letters to students. Financial Aid applications have also been down this year and I haven't heard how applications were for scholarships.

Incidental Fee Process

The Incidental Fee Committee completed their process for determining the fee for FY22. The Committee approved an overall lower budget compared to FY21. The Committee also made the decision to charge all students the same fee at their first credit. In previous years the Incidental Fee was only charged to students taking on-campus classes. The fee historically has also been charged differently to students based on the number of credits they were taking. This past year with almost all classes being taught on-line, this Committee decided to change this process.

COVID 19 Updates

Housing and Dining

Coming off of Spring Break, students residing in the residence halls were tested for COVID-19 on March 28 and 29. We have 469 students signed up to be living in the residence halls for spring term. This is from the nearly 750 students we had living on-campus in the fall. Each term we have had more and more students leave campus.

We are beginning to allow students to congregate in small numbers in the residence halls, but this has not been allowed earlier based on OHA guidelines.

Student Health and Counseling

Student mental health issues continue to be challenging. As discussed before, only students taking in-person classes are charged the health fee. Students can also opt into paying the fee, but most students don't see the value in this. We see a fair amount of students experiencing issues who have not paid the fee and we work with these students to encourage them to pay the health fee or work to help them obtain services in the community.

Campus Recreation

Campus Recreation is just now able to open back up with larger capacity. Up until the beginning of March, the Recreation Center was not allowed to be open and when it was, only offer very limited capacity. With Polk County being in the Moderate Level, this has allowed for more in-person activities and more opportunities for students to participate.

Student Engagement and Activities

As with other areas within Student Affairs, Polk County moving in the Moderate Level has allowed Student Engagement to offer more in-person activities with larger capacity.

Job Placement

At our last Board meeting, the question came up regarding WOU's placement rate. I have included a report from Adry Clark, Director of Service Learning and Career Development, giving some information on this topic. Adry will also be making a presentation at the ASAC Meeting on April 8 to go over this report and answer any questions.

Week of 3-29-21

Week Difference

| | Non | | | | Week Difference | Non | | | | Week Difference | Non | | | | Week Difference | Non | | | |
|---------------------------|----------|----------|---------------|------------|-----------------|----------|----------|---------------|------------|-----------------|----------|----------|---------------|------------|-----------------|----------|----------|---------------|------------|
| | Resident | Resident | International | TOTAL F'21 | | Resident | Resident | International | TOTAL F'20 | | Resident | Resident | International | TOTAL F'19 | | Resident | Resident | International | TOTAL F'18 |
| Total Applications | | | | | | | | | | | | | | | | | | | |
| <u>Freshmen</u> | | | | | | | | | | | | | | | | | | | |
| African American | 38 | 58 | 3 | 99 | 1 | 49 | 62 | 1 | 112 | 35 | 45 | 0 | 80 | 57 | 54 | 0 | 111 | | |
| American Indian | 19 | 8 | 0 | 27 | 1 | 24 | 13 | 0 | 37 | 23 | 2 | 0 | 25 | 26 | 10 | 0 | 36 | | |
| Asian / Pacific Islander | 56 | 106 | 1 | 163 | 0 | 68 | 234 | 2 | 304 | 63 | 156 | 5 | 224 | 85 | 167 | 5 | 257 | | |
| Hispanic / Latinx | 424 | 251 | 15 | 690 | 6 | 635 | 316 | 30 | 981 | 541 | 267 | 34 | 842 | 489 | 249 | 42 | 780 | | |
| Unknown | 130 | 166 | 3 | 299 | 4 | 171 | 251 | 5 | 427 | 118 | 169 | 3 | 290 | 194 | 190 | 6 | 390 | | |
| White | 791 | 430 | 3 | 1224 | 11 | 998 | 498 | 0 | 1496 | 945 | 472 | 4 | 1421 | 1013 | 445 | 1 | 1459 | | |
| TOTAL | 1458 | 1019 | 25 | 2502 | 23 | 1945 | 1374 | 38 | 3357 | 1725 | 1111 | 46 | 2882 | 1864 | 1115 | 54 | 3033 | | |
| <u>Transfer</u> | | | | | | | | | | | | | | | | | | | |
| | 277 | 126 | 13 | 416 | 19 | 336 | 143 | 26 | 505 | 323 | 106 | 11 | 440 | 370 | 157 | 26 | 553 | | |
| TOTAL APPLICANTS | 1804 | 1179 | 39 | 3022 | 47 | 2363 | 1548 | 65 | 3976 | 2120 | 1243 | 66 | 3429 | 2318 | 1301 | 85 | 3704 | | |

NOTE: Total Applicants includes Post-Bac non-graduate, graduate, and Post-Bac grdaute students which aren't shown on this report

| | Non | | | | Week Difference | Non | | | | Week Difference | Non | | | | Week Difference | Non | | | | |
|--------------------------|----------|----------|---------------|------------|-----------------|----------|----------|---------------|------------|-----------------|----------|----------|---------------|------------|-----------------|----------|----------|---------------|------------|--|
| | Resident | Resident | International | TOTAL F'21 | | Resident | Resident | International | TOTAL F'20 | | Resident | Resident | International | TOTAL F'19 | | Resident | Resident | International | TOTAL F'18 | |
| Total Admitted | | | | | | | | | | | | | | | | | | | | |
| <u>Freshmen</u> | | | | | | | | | | | | | | | | | | | | |
| African American | 31 | 45 | 3 | 79 | -1 | 34 | 23 | 0 | 57 | 29 | 24 | 0 | 53 | 45 | 29 | 0 | 74 | | | |
| American Indian | 17 | 6 | 0 | 23 | 0 | 18 | 5 | 0 | 23 | 20 | 1 | 0 | 21 | 20 | 6 | 0 | 26 | | | |
| Asian / Pacific Islander | 53 | 95 | 1 | 149 | 0 | 51 | 176 | 0 | 227 | 56 | 140 | 4 | 200 | 77 | 130 | 1 | 208 | | | |
| Hispanic / Latinx | 385 | 201 | 11 | 597 | 1 | 518 | 187 | 24 | 729 | 460 | 205 | 27 | 692 | 392 | 187 | 24 | 603 | | | |
| Unknown | 117 | 147 | 3 | 267 | 3 | 122 | 161 | 4 | 287 | 89 | 132 | 1 | 222 | 171 | 143 | 5 | 319 | | | |
| White | 719 | 371 | 2 | 1092 | 4 | 825 | 356 | 0 | 1181 | 812 | 380 | 3 | 1195 | 873 | 351 | 0 | 1224 | | | |
| TOTAL | 1322 | 865 | 20 | 2207 | 7 | 1568 | 908 | 28 | 2504 | 1466 | 882 | 35 | 2383 | 1578 | 846 | 30 | 2454 | | | |
| <u>Transfer</u> | | | | | | | | | | | | | | | | | | | | |
| | 202 | 73 | 11 | 286 | 15 | 253 | 100 | 17 | 370 | 262 | 75 | 3 | 340 | 300 | 110 | 18 | 428 | | | |
| TOTAL ADMITTED | 1545 | 949 | 32 | 2526 | 35 | 1835 | 1010 | 45 | 2890 | 1741 | 962 | 39 | 2742 | 1907 | 964 | 49 | 2920 | | | |

NOTE: Total Admitted includes Post-Bac non-graduate, graduate, and Post-Bac grdaute students which aren't shown on this report

| | | | | | |
|------------------------------------|-------------|-----------|------------|-------------|-------------|
| Cancels | 43 | 31 | | | |
| | | Last Year | | | |
| Intent to Enroll - Freshmen | 283 | 326 | | | |
| Transfer | 88 | 95 | | | |
| Freshman Class | 732* | | 732 | 751 | 781 |
| | | *Target | | | |
| Transfer Class | 432* | | 432 | 539 | 593 |
| Housing | 311 | 488 | | 1147 | 1139 |

| | Registered | | Attended | Attended | Attended |
|--------------|------------|-----|------------|------------|------------|
| SOAR 1 | 6/23 | 244 | 224 | 221 | 213 |
| SOAR 2 | 6/24 | 173 | 165 | 144 | 117 |
| SOAR 3 | 6/25 | 131 | 131 | 175 | 157 |
| SOAR 4 | | | 101 | 113 | 152 |
| SOAR 5 | | | 108 | 86 | 100 |
| TOTAL | | | 729 | 739 | 739 |

| | % Change | | | | Difference | | | |
|---------------------------|-------------------------|---------------|---------------|---------------|-------------------------|--------------|---------------|---------------|
| | Fall 2021 vs. Fall 2020 | | | TOTAL F'20 | Fall 2020 vs. Fall 2019 | | | TOTAL F'20 |
| | Resident | Non Resident | International | | Resident | Non Resident | International | |
| Total Applications | | | | | | | | |
| <u>Freshmen</u> | | | | | | | | |
| African American | -22.4% | -6.5% | 200.0% | -11.6% | -11 | -4 | 2 | -13 |
| American Indian | -20.8% | -38.5% | #DIV/0! | -27.0% | -5 | -5 | 0 | -10 |
| Asian / Pacific Islander | -17.6% | -54.7% | -50.0% | -46.4% | -12 | -128 | -1 | -141 |
| Hispanic / Latino | -33.2% | -20.6% | -50.0% | -29.7% | -211 | -65 | -15 | -291 |
| Unknown | -24.0% | -33.9% | -40.0% | -30.0% | -41 | -85 | -2 | -128 |
| White | -20.7% | -13.7% | #DIV/0! | -18.2% | -207 | -68 | 3 | -272 |
| TOTAL | -25.0% | -25.8% | -34.2% | -25.5% | -487 | -355 | -13 | -855 |
| <u>Transfer</u> | | | | | | | | |
| | -17.6% | -11.9% | -50.0% | -17.6% | -59 | -17 | -13 | -89 |
| TOTAL APPLICANTS | -23.7% | -23.8% | -40.0% | -24.0% | -559 | -369 | -26 | -954 |
| Total Admitted | | | | | | | | |
| <u>Freshmen</u> | | | | | | | | |
| African American | -8.8% | 95.7% | #DIV/0! | 38.6% | -3 | 22 | 3 | 22 |
| American Indian | -5.6% | 20.0% | #DIV/0! | 0.0% | -1 | 1 | 0 | 0 |
| Asian / Pacific Islander | 3.9% | -46.0% | #DIV/0! | -34.4% | 2 | -81 | 1 | -78 |
| Hispanic / Latino | -25.7% | 7.5% | -54.2% | -18.1% | -133 | 14 | -13 | -132 |
| Unknown | -4.1% | -8.7% | -25.0% | -7.0% | -5 | -14 | -1 | -20 |
| White | -12.8% | 4.2% | #DIV/0! | -7.5% | -106 | 15 | 2 | -89 |
| TOTAL | -15.7% | -4.7% | -28.6% | -11.9% | -246 | -43 | -8 | -297 |
| <u>Transfer</u> | | | | | | | | |
| | -20.2% | -27.0% | -35.3% | -22.7% | -51 | -27 | -6 | -84 |
| TOTAL ADMITTED | -15.8% | -6.0% | -28.9% | -12.6% | -290 | -61 | -13 | -364 |

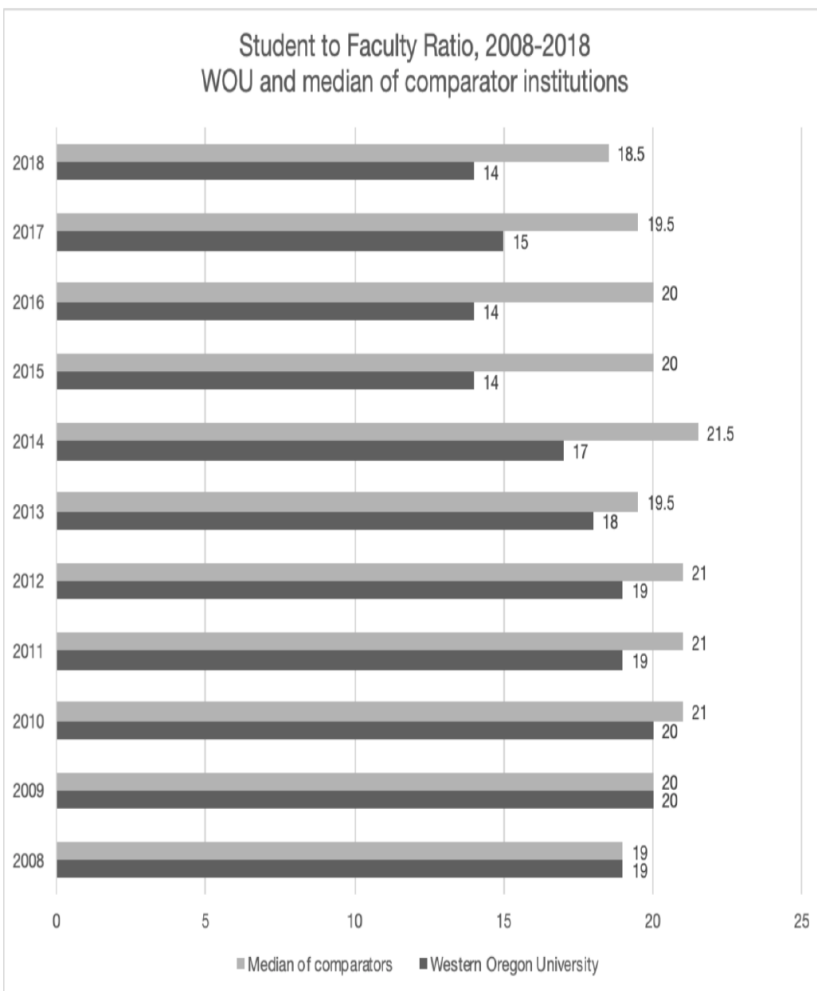
*FY 21-22 IFC Allocations

FY21 vs. FY22

| Area | FY2020-21 | FY 21-22 Budget Requests | FY 22 FINAL Allocation | \$ Reduction | % Reduction | Difference | % Chng | Academic Year Fee | Decision |
|---------------------------------------|--------------------|--|-------------------------------|------------------------|--------------|--------------------|---------------|----------------------------|-------------------|
| Abby's House/Food Pantry | \$30,281 | (\$ 30,281.00) | \$30,281.00 | (\$ -) | 0.00% | \$0 | 0.00% | | |
| Access | \$19,863 | (\$ 20,104.00) | \$20,104.00 | (\$ -) | 0.00% | \$241 | 1.21% | Fee per term | (\$ 355.00) |
| ASWOU | \$290,357 | (\$ 290,357.00) | \$284,549.86 | (\$ 5,807.14) | 2.00% | (\$5,807) | -2.00% | Student Count: Fall 21 | 4097 |
| Athletics | \$1,246,726 | (\$ 1,241,007.00) | \$1,073,471.06 | (\$ 167,535.95) | 13.50% | (\$173,255) | -13.90% | Student Count: Winter 22 | 3851 |
| Campus Rec | \$1,101,145 | (\$ 1,149,020.00) | \$1,143,274.90 | (\$ 5,745.10) | 0.50% | \$42,130 | 3.83% | Student Count: Spring 22 | 3620 |
| Childcare | \$53,113 | (\$ 53,113.00) | \$53,113.00 | (\$ -) | 0.00% | \$0 | 0.00% | Total Revenue | (\$ 4,106,640.00) |
| Computer Replacement | \$27,450 | (\$ -) | (\$ -) | (\$ -) | 0.00% | (\$27,450) | -100.00% | | |
| Creative Arts | \$304,751 | (\$ 294,158.00) | \$285,333.26 | (\$ 8,824.74) | 3.00% | (\$19,418) | -6.37% | Summer Fee | |
| Extraordinary Travel | \$3,500 | (\$ -) | (\$ -) | (\$ -) | 0.00% | (\$3,500) | -100.00% | Fee per term | (\$ 125.00) |
| Service Learning/Career Development | \$6,901 | (\$ -) | (\$ -) | (\$ -) | 0.00% | (\$6,901) | -100.00% | Student | 1400 |
| Student Engagement - Operations | \$1,305,749 | (\$ 1,341,411.00) | \$1,327,996.89 | (\$ 13,414.11) | 1.00% | \$22,248 | 1.70% | Total Revenue | (\$ 175,000.00) |
| SE: Leadership, Inclusion, Activities | \$58,262 | (\$ 62,225.00) | \$60,980.50 | (\$ 1,244.50) | 2.00% | \$2,719 | 4.67% | | |
| Student Activities Board | \$60,592 | (\$ 61,110.00) | \$60,498.90 | (\$ 611.10) | 1.00% | (\$93) | -0.15% | Total Collected | (\$ 4,281,640.00) |
| Student Media | \$96,066 | (\$ 96,656.00) | \$96,172.72 | (\$ 483.28) | 0.50% | \$107 | 0.11% | | |
| WOLF Ride | \$42,840 | (\$ 44,645.00) | \$44,645.00 | (\$ -) | 0.00% | \$1,805 | 4.21% | Amount taken from Reserves | (\$ 198,781.09) |
| Totals | \$4,647,596 | (\$ 4,684,087.00) | \$4,480,421.09 | (\$ 203,665.92) | 4.35% | (\$167,175) | -3.60% | | |
| Approval Signatures | | Lizbeht Marquez Gutierrez | Makana Waikiki | | | | | Amount left in Reserves | (\$ 616,241.92) |
| | | | | | | | | Amount in the Reserves | (\$ 815,023.00) |
| | | Lizbeht Marquez Gutierrez (she/her/hers) | Makana Waikiki (she/her/hers) | | | | | | |
| | | ASWOU Senate President | IFC Chair | | | | | | |

Academic and Student Affairs Committee
Academic Affairs Report | Dr. Rob Winningham
April 8, 2021

Instructional FTE and Budget Process. Academic Affairs has developed and initiated a more robust annual instructional budgeting and scheduling process. Each program is allotted program contact hours, general education contact hours and all course releases for institutional service are factored in. This allows us to better meet average course size targets in academic programs and General Education, which will allow us to bring our student to faculty ratio to a more sustainable level. The above FTE allotments can be viewed by others in the spirit of transparency. Below you can see our student to faculty ratios over time, relative to our comparator institutions.



Willamette Promise got its start in 2014 with a Regional Promise Replication Grant from the Oregon Department of Education. Its goals are to expand opportunities to earn accelerated credit, enhance career-readiness and a college-going culture in Oregon’s schools and communities, and strengthen coordination and collaboration across

educational sectors. Most of all, we seek to build each student's confidence in his or her ability to succeed in college by awarding college credit when a student demonstrates college-level learning as defined by college faculty. This is particularly important for students who have not previously imagined succeeding in college. We now offer 20 courses throughout the state.

- Last year, WOU's faculty worked with Willamette Promise staff and our partner school districts to develop pathways for remote-learning students to demonstrate the college-level learning necessary to earn WOU credits. Then, over the summer, Willamette Promise faculty in Biology, Chemistry, Communication Studies, Geography, Mathematics, Psychology and Writing strengthened support for online instruction and assessment in our partner schools. This adaptive work has served our schools well this year and will be of great value moving forward.

- Almost half of our Willamette Promise credits are awarded in Spanish, and the exam is a path for students to earn Oregon's Seal of Biliteracy on their high school diploma. Over the summer, WOU's Spanish faculty redesigned the Spanish Assessment tool so that it can be securely administered in remote locations. The redesign includes 14 distinct versions of the 45-minute exam, vetted and reviewed by professional linguists. Patricia Gimenez-Eguibar and Claudia Costagliola drew on the expertise and voices of 26 native Spanish speakers from 14 countries. Our partners at the Willamette Education Service district provided extraordinary technical, pedagogical, student service and project management support to this effort.

- The Higher Education Coordinating Commission found a route to maintaining the current reimbursement level (\$55 per credit) for accelerated learning credits earned even as they sought other means to simplify the state's funding formula for public universities. David McDonald led the lobbying effort; he was supported by testimony from high school administrators and strong letters of support from Regional Promise Advisory Boards. This level of support from the state is what allows us to work so closely with the high school teachers with whom we partner.

Student Success and Advising continued to provide support to students and campus wide initiatives as shared in past reports. In addition to that ongoing work, some updates and successes for Student Success and Advising during Winter term 2021 include the following:

- Our success team developed and launched two Study Skills Seminars as well as a resource guide for parent students.

- Our Tutoring Center saw an 41% increase in the number of appointments from Fall 2020 (170 total appts in Winter compared to 120 total appointments in Fall). Our English Tutoring Center also saw an increase in use during Winter term.

- We contributed to the launch of CircleIn, with over 600 students using the platform by the end of Winter 2021.

- Tutors from our English Tutoring Center and Tutoring Center were added to classes in the CircleIn platform to provide additional support and connection to students.
- We are leading (Director) and serving (Assistant Director) on the Student Success and Retention Committee to research data and high priority needs for increasing retention and persistence.

Graduate Enrollment

Spring 2021 enrollment in graduate programs is up 5% compared to Spring 2020 and there has been considerable growth in the majority of our graduate programs. The largest increases include:

- 16.7% increase in M.A. in Teaching (78 students in SP20, 91 students in SP21)
- 33.3% increase in M.S. in Education (51 students in SP20, 68 students in SP21)
- 34.5% increase in M.S. in Rehabilitation Counseling (29 students in SP20, 39 students in SP21)
- 71.4% increase in M.A. in Organizational Leadership (21 students in SP20, 36 students in SP21)

Graduate applications for Fall 2021 are holding steady compared to this time last year. As of April 1, 2021, we were down by only one application compared to April 1, 2020.

Sponsored Projects Office. In FY 2020, the Sponsored Projects Office helped submit 55 external funding proposals. The proposals were led by 41 different faculty and staff members from across campus and totaled \$19,817,837 in requested funding. WOU proposals had a high success rate of 54.5% and we were awarded \$12,785,285 in external funding, most of which came from federal and state agencies.

In FY 2021 (as of 4/1/21), 46 external funding proposals have been submitted, totaling \$12,516,242 in requested funds. To date, 19 of these awards have been funded, totaling \$1,246,846. Compared to this time last year, our submission rate has increased by 31%, which is a promising upward trend.

WOU's newly formed Western Restorative Justice and Reentry Center (WRJRC) has already led to 4 grants and contracts proposal submissions. The WRJRC is led by Dr. Vivian Djokotoe, as Director, and Dr. Taryn VanderPyl, as Research Director.

In March, two new WOU Policies related to sponsored projects were approved, including policies on Centers and Center Directors ([Policy ASA-02-010](#)) and the Distribution of Indirect Cost Recovery ([Policy ASA-03-013](#)).

The Research Institute (TRI). The TRI Traffic Safety Education Project, which is funded by grants from the Oregon Department of Transportation, hosted the Pacific Northwest Driver and Traffic Safety Conference in March, 2021. This is the first year that the conference has been hosted virtually and 238 certified driver educators from across the PNW and beyond attended the conference.

S/NC Grading. WOU will continue to offer the S/NC grading option for spring term. This grade option is a student friendly approach to helping students manage the unique stressors of online learning during the pandemic.

College of Education. All educator programs submitted for state review to Teacher Standards and Practices Commission were approved without “areas for improvement” and the following commendations were identified:

- The Commission commends Western Oregon University for setting a high bar for its candidates across all programs by exceeding the number of required weeks for clinical practices.
- The Commission commends Western Oregon University for the deep analysis and interpretation of key assessments in order to continually improve the assessment tools.
- The Commission commends Western Oregon University for providing quality preparation programs, which contribute to the educator workforce, and is especially recognized for their Special Education programs.

Next steps in the educator re-accreditation processes is submission of the unit-level self-study report to the national Council for the Accreditation of Educator Preparation (CAEP) and then a site visit fall '22. Western Oregon University is the longest running, continuously nationally accredited educator preparation program in the state holding accreditation since 1954.

Through the College of Education Office of Justice, Equity, Diversity, and Inclusion (COE JEDI) (www.wou.edu/education/jedi), several academic programs are holding “listening sessions” seeking to further understand the experiences of students. Focused sessions have occurred listening to diverse students in several academic programs, instructional assistants seeking pathways into teaching professions, rural partners seeking degree completion and teacher licensure, and students in our Bilingual Teacher Scholars programs. Student voices will inform change ideas that will be considered for implementation by faculty.

Registration Nudges

Winter 2020

Registration Nudges Fact Sheet Winter 2020 to Spring 2020

The table below shows the impact of registration nudges sent during Winter 2020. Lists of unregistered students were sent to their assigned advisor for registration nudges on 3/2/2020 and general advising nudges were sent by the SSA office on 3/19/2020.

Overall by March 25, 2020 the percent of students who were not registered as of 3/2/2020 (excluding students graduating, attending OHSU, or placed on academic suspension) dropped from 18.9% to 4.4%, an increase of 548 students registering for Spring term.

Note: This data tracks the registration of students who were not registered as of the Monday after registration week. It is not considered a complete count of students enrolled in the indicated terms as students who were registered may have dropped and new/returning students may enroll in the next term.

| Date Enrollment Status Checked | Students Not Registered Spring Term 2020 | Applied for Graduation Winter Term | Students Attending OHSU | Students Registered | Total Students Not Registered (excluding graduating and OHSU students) | Percent of Students Not Registered (excluding graduating and OHSU students) | Total Students Enrolled Winter Term 2020 |
|--------------------------------|--|------------------------------------|---|--------------------------------|--|---|--|
| 3/2/2020 | 795 | 84 | 66 | 3042 | 711 | 18.9% | 3903 |
| | Students Still Not Registered | | | Additional Students Registered | Total Students Not Registered (excluding graduating and OHSU students) | Percent of Students Not Registered (excluding graduating and OHSU students) | |
| 3/19/2020 | 300 | 2 | n/a | 406 | 298 | 8.0% | |
| | Students Still Not Registered | | Students Suspended (of students not registered on 3/2/2020) | Additional Students Registered | Total Students Not Registered (excluding graduating, OHSU, and suspended students) | Final Percent of Students Not Registered (excluding graduating, OHSU, and suspended students) | |
| 3/31/2020 | 192 | 1 | 30 | 103 | 163 | 4.4% | |

Winter 2021

Registration Nudges and Advising Holds Fact Sheet

As a continuation of the registration nudges initiative, the table below shows the impact of registration nudges sent during Winter Term 2021 for Winter 2021 registration. Advisors were sent lists of their unregistered students to nudge on March 2, 2021. Advisor holds were expired and a second round of nudges were sent to students from Niki Weight on March 19, 2021. Targeted nudges were sent to students with expired advisor holds, accounts receivable holds, and no holds/other holds with instructions tailored to those groups. A list of students not registered with information about if they had an accounts receivable was sent to the Business Office as requested for additional outreach by that office. A final text nudge was sent by Niki to students without registration holds on March 26, 2021. By April 1, 2021, the percent of students not registered for Winter term (excluding students who applied for graduation, attending OHSU, or placed on academic suspension), who were not registered on March 2, dropped from 25.7% to 6.4%, an increase of 653 students registering for spring term*.

| Date Enrollment Status Checked | Date Registration Nudge Sent | Students Not Registered Spring Term 2021 | Applied for Graduation Winter Term 2021 | Students Attending OHSU | Total Students Not Registered (excluding graduating and OHSU students) | Percent of Students Not Registered (excluding graduating and OHSU students) | Total Students Enrolled Fall Term 2020 |
|--------------------------------|-------------------------------------|--|--|---|--|---|--|
| 3/2/2021 | 3/2/2021 | 1028 | 101 | 73 | 867 | 25.7% | 3541 |
| | | | Additional Graduation Applications for Winter 2021 | | Total Students Not Registered (excluding graduating and OHSU students) | Percent of Students Not Registered (excluding graduating and OHSU students) | |
| 3/18/2021 | 3/18/2021 | 440 | 2 | n/a | 438 | 13.0% | |
| | Text nudge to students without hold | | Additional Graduation Applications for Winter 2020 | Students Suspended *(that were not already registered) | Total Students Not Registered (excluding graduating, OHSU, and suspended students) | Percent of Students Not Registered (excluding graduating, OHSU, and suspended students) | |
| 3/26/2021 | 3/26/2021 | 309 | 2 | 12* (26 total) | 297 | 8.8% | |
| | | | | Withdrew from Winter and not registered for spring (excluded from report) | Final Total Students Not Registered (excluding graduating, OHSU, and suspended students) | Final Percent of Students Not Registered (excluding graduating, OHSU, and suspended students) | |
| 4/1/2021 | n/a | 216 | n/a | 4 | 214 | 6.4% | |

*These nudge stats track the status of those students not registered for classes on March 2. Small numbers of other students may have registered and subsequently dropped, but they are not included in these reports.

Degree Completion Outreach. Since October 2020, Susan Griffin in SSA has contacted an additional 91 students (327 total) to discuss a plan to complete their degree, 21 additional students have graduated (93 total), and 15 additional students were scheduled to graduate Winter 2021. This leads to a total of **108 students** that have graduated or are planning to graduate Winter 2021 since SSA began doing degree completion outreach in January 2020.

WOU will use federal funding to invest in a limited duration advisor to expand the above degree completion efforts. We will also be reaching out to students who may have stopped out during the pandemic, as students may not know about the federal funding opportunities that are now available for students.

Academic Complaint Policy. Academic Affairs has tried to clarify the ways students can initiate complaints. We have a landing page with links to academic complaints, sexual harassment, Title IX violations, sexual or relationship violence, and bias incident form.

<https://wou.edu/provost/student-grievances/>

We also created a detailed page to help students navigate academic complaints:

<https://wou.edu/provost/student-grievances/academic-complaints/>

And, we updated our policy for Academic Complaints:

https://www2.wou.edu/nora/policy.entry.view_policy?ppolicyid=1076

Distribution of Indirect Cost Recovery Policy. After numerous conversations with stakeholders we have developed a more typical approach to distributing indirect costs associated with grants.

https://www2.wou.edu/nora/policy.entry.view_policy?ppolicyid=1075

Center and Center Director Policy. The policy formalizes the role of Center Directors tha oversee multiple grants.

https://www2.wou.edu/nora/policy.entry.view_policy?ppolicyid=1074

WESTERN OREGON UNIVERISTY EMPLOYMENT OUTCOMES

Executive Summary:

Where do Western Oregon University students land after graduation? To find out, Service Learning and Career Development (SLCD) has participated in the First Destination Survey (FDS) since 2017, along with hundreds of other colleges and universities (and 550,000 graduates). At WOU, the survey is administered over a few weeks around graduation. All graduating students are invited to participate, and participation is voluntary.

Prior to FDS, SLCD conducted a one-year-out survey, 12-18 months post-graduation. The employment data generated was more realistic, as it was found that only 13% of students had a full-time job by graduation and 50% of WOU students secure a full-time job in the three months after graduation. Participation was, however, consistently low regardless of numerous incentives, which deemed results unreliable.

The employment picture in 2018 and 2019 was the most positive since prior to the Great Recession in 2008. Recruitment was active as evidenced by higher than ever employer participation in WOU career fairs and the jump in job posts on Handshake (this is WOU's career management system). The survey was not conducted in the spring of 2020 but will be resumed in 2021.

How do WOU's employment outcomes compare to NACE's national data? Tables 1(Western Oregon University Employment Outcomes) and Table 2 (National Association of Colleges and Employers (NACE), for the class of 2019) show that, compared to the entire class of 2019, WOU graduates' starting salary is slightly lower. When compared to academic programs that mirror Westerns', our graduates fare at around the national average. Mean starting salary increased considerably in the past few years, both for WOU graduates and nationally.

The rate of WOU students pursuing graduate education right after graduation, is slightly higher than the national data. This is a significant positive outcome for WOU graduates, as liberal arts and education students stand to increase their income and employment prospects substantially with graduate and professional education.

In summary, the data in Tables 1 and 2 highlights an impressive result. We observe that Western Oregon University's full time job placement is very competitive with students compared to the national level. Furthermore, the continuing education data illustrates that the faculty at Western Oregon University consistently inspires and propels students into national graduate education programs.

Table 1 - Western Oregon University Employment Outcomes

| WOU Employment Outcome Surveys | Percent Standard Employment Full-time | Percent (actual #) Continuing Education | Percent Still Seeking | Mean Starting Salary |
|---|---------------------------------------|---|---------------------------------------|----------------------|
| Western Oregon University – First Destination Survey 2019 Survey administered at graduation. 24% participation rate, out of 1009 surveyed | 38% (380) | 20% (200) | 42% (420) | \$40,997 |
| Western Oregon University – First Destination Survey 2018 Survey administered at graduation. 29% participation rate out of 922 surveyed | 46% (424) | 17% (157) | 37% (341) | \$36,640 |
| Western Oregon University Surveys administered One-year-out from graduation 2012-2015 10% participation rate out of ca. 1,000 graduates surveyed each year | 62% (62/yr.) | 32% (32) | 60% looking for work even if employed | 58% earned <\$30,000 |

Table 2 - National First Destination data reported to the National Association of Colleges and Employers (NACE), for the class of 2019. NACE aggregates data from 350 colleges and universities.

Data collection on outcomes took place from the date of graduation until six months after the end of the class year.

| NACE First Destination Surveys by Type of Program | Percent Standard Employment Full-time | Percent Continuing Education | Percent Still Seeking | Mean Starting Salary |
|---|---------------------------------------|------------------------------|-----------------------|----------------------|
| All Programs in Public Universities | 51.0% | 19.1% | 18.2% | \$49,818 |
| All Arts & Sciences | 57.1% | 18.9% | 8.4% | \$44,928 |
| Education | 59.6% | 13.1% | 15.7% | \$38,548 |
| Liberal Arts General Studies | 46.9% | 29.2% | 11.9% | \$48,961 |

Western Oregon University Employment Outcomes

Service Learning and Career Development
**Making the transition from
education to the world of work**



Introduction

How do we offer assistance to prepare our students to land successfully after graduation

- **Awareness of Self** - skills, strengths, preferences and values. Identify career and job options – **Counseling, assessments, presentations, events & classes**
- **Knowledge about employer and grad school options** - Research careers, companies, labor market – **coaching, networking, events, classes**
- **Preparation for search** – articulating their readiness on resume, interview, networking, social media, portfolio
- **Landing a job** – identifying and applying for position, positioning to make the cut, networking, professionalism, etiquette – **events, Handshake, connecting**



Overview of Data

- **Where do students land after graduation**

- First Destination Survey (2012-2015)
- One-Year-Out Survey (2017-2019)
- 2018 and 2019 most positive since prior to the Great Recession in 2008.
- Higher than ever employer participation in WOU career fairs and the jump in job posts on Handshake (32,729)

- **How does WOU compare to national outcomes?**

- Compared to entire class of 2019, WOU graduates' starting salary slightly lower.
- Compared to academic programs that mirror Westerns', our graduates fare at around national average.
- Mean starting salary increased considerably in the past few years, both for WOU graduates and nationally.
- WOU grads pursue grad school at slightly higher than national rate



Table 1 - Western Oregon University Employment Outcomes

| WOU Employment Outcomes | Percent Standard Employment Full-time | Percent (actual #) Continuing Education | Percent Still Seeking | Mean Starting Salary |
|---|---------------------------------------|---|---------------------------------------|----------------------|
| Western Oregon University – First Destination Survey 2019 Survey administered at graduation. 24% participation rate, out of 1009 surveyed | 38% | 20% | 42% | \$40,997 |
| Western Oregon University – First Destination Survey 2018 Survey administered at graduation. 29% participation rate out of 922 surveyed | 46% | 17% | 37% | \$36,640 |
| Western Oregon University Surveys administered One-year-out from graduation 2012-2015 10% participation rate out of ca. 1,000 graduates surveyed each year | 62% (62/yr.) | 32% (32) | 60% looking for work even if employed | 58% earned <\$30,000 |

Table 2 - National First Destination data reported to the National Association of Colleges and Employers (NACE), for the class of 2019. NACE aggregates data from 350 colleges and universities.

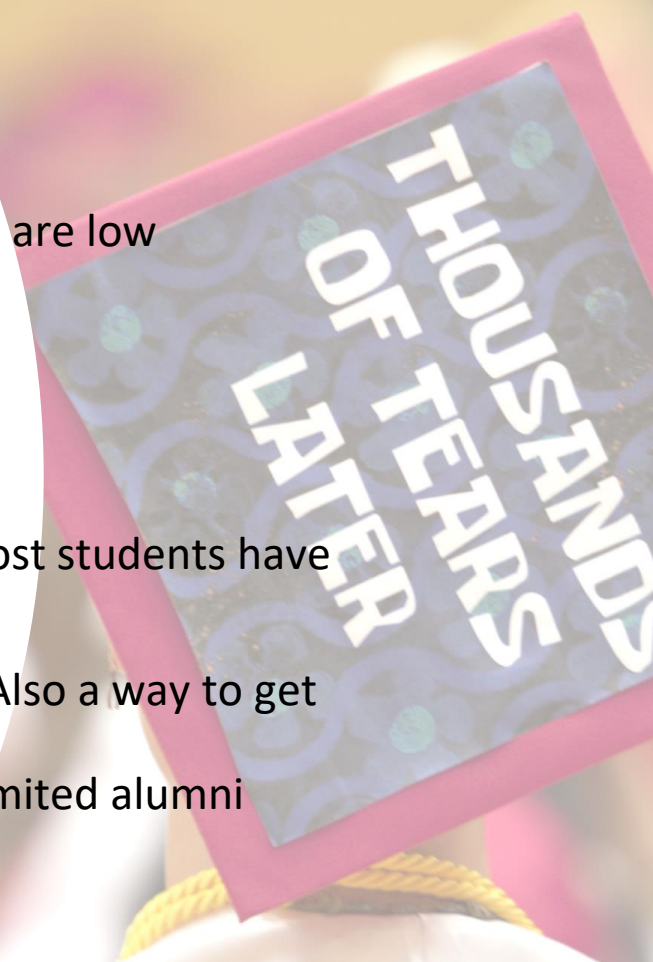
Data collection on outcomes took place from the date of graduation until six months after the end of the class year.

| NACE First Destination Surveys by Type of Program | Percent Standard Employment Full-time | Percent Continuing Education | Percent Still Seeking | Mean Starting Salary |
|--|--|-------------------------------------|------------------------------|-----------------------------|
| Total Bachelor's Degree Outcomes - Public Universities | 51.0% | 19.1% | 18.2% | \$49,818 |
| Total Class - Arts & Sciences | 57.1% | 18.9% | 8.4% | \$44,928 |
| Education | 59.6% | 13.1% | 15.7% | \$38,548 |
| Liberal Arts General Studies | 46.9% | 29.2% | 11.9% | \$48,961 |

| Primary Major Name | First Destination Responses Count |
|----------------------------|-----------------------------------|
| Psychology | 30 |
| Business | 24 |
| Criminal Justice | 20 |
| Biology | 11 |
| Exercise Science | 9 |
| Community Health Education | 9 |
| Communication Studies | 8 |
| Interdisciplinary Studies | 7 |
| Social Science | 6 |
| Anthropology | 5 |
| | 220 |

Opportunities

- Problem statement #1: Response rate and knowledge rate are low
— Future ideas:
 - We need to trim down our graduating senior surveys
 - We need to grow coordination between departments
 - Incentivize participation - voluntary
- Problem statement #2: Employment data not realistic - most students have not found full-time jobs by graduation
 - FDS - Focusing on response rate rather than best data. Also a way to get updated contact information
 - One-year-out suffered from low response rate due to limited alumni engagement and inaccurate contact information



Service Learning and Career Development Next Steps

- Increase response rates on surveys – through coordination and incentives
- Locate other sources of employment data
 - State information (OUS used to)
 - LinkedIn
 - Departmental connections
- Work with Alumni Relations to keep one centralized location for alumni employment information – use for research and reporting purposes
- Continue to explore ways to conduct a five-year-out survey – most accurate for liberal arts alumni



BACK - UP

Companies and organizations [Where WOU Grads Work](#)

Top Industries Recruiting on Handshake

| | |
|---------------------|-----|
| Healthcare | 432 |
| K-12 Education | 735 |
| Internet & Software | 369 |
| Non-Profit - Other | 477 |
| Other Education | 205 |

| | |
|--|-----|
| Social Assistance | 175 |
| Government - Local, State & Federal | 241 |
| Higher Education | 384 |
| Advertising, PR & Marketing | 122 |
| Manufacturing - Other | 66 |