



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

AGENDA

I. CALL-TO-MEETING AND ROLL CALL

II. COMMITTEE CHAIR'S WELCOME

III. CONSENT AGENDA

- 1) Approval October 3, 2018 meeting minutes

IV. ACTION ITEMS:

- 1) BA in Interpreting Studies: Theory
- 2) Doctor of Physical Therapy – contingent upon approval by Faculty Senate on January 8th, 2019

V. REPORT & DISCUSSION ITEMS:

- 1) Academic Affairs Update
 - a. Dean of Library and Academic Technology
 - b. WOU's Salem Campus
 - c. DPT Update
 - d. General Education Revision update
 - e. Willamette Promise
 - f. Accreditation Update
- 2) Student Affairs Update
 - a. Enrollment
- 3) Next ASAC Meeting April 1, 2019 9:00-10:30am

VI. ADJOURNMENT



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 11 – October 3, 2018
Public Site: Werner University Center, Ochoco Room
12:30 – 1:30pm**

MINUTES

The meeting was called to order by Chair Lane Shetterly. Committee members present: Zellee Allen, Lane Shetterly, Malissa Larson, Zoe Chan-Tuyub. Staff present: Erin Baumgartner (Associate Provost), Gary Dukes (VP for Student Affairs), LouAnn Vickers (President's Office), and Rob Winningham (Interim Provost). Not present: Lydia Munoz, Zoe Chan-Tuyub

The July 9, 2018 meeting minutes were not approved because there was not a quorum.

There were no action items for this meeting.

REPORT & DISCUSSION ITEMS:

Rob Winningham stated that the Organizational Leadership Master of Arts Program was approved by the Provost Council and was being reviewed by Higher Education Coordinating Commission (HECC).

Rob Winningham gave a brief overview of efforts to start offering classes at Chemeketa Community College's Center for Business and Industry. There will be select courses offered beginning Winter 2019 and beginning Fall 2019 we anticipate offering programs in Organizational Leadership, Psychology, Criminal Justice, Business, Interdisciplinary Studies, Information Systems, Liberal Studies and a Certificate in Professional Writing. The courses will generally be offered in hybrid format with most courses meeting once a week in the evening or on Saturdays. This program is primarily designed for the working professional.

Doctor of Physical Therapy (DPT) update was given by Rob Winningham. Last year 1000 prospective students applied for 100 spaces at George Fox University and Pacific University, indicating a very high need in the state. A program proposal is scheduled to be submitted into the Faculty Senate Curriculum Portal this fall. The full approval process, including national accreditation for physical therapy programs could take approximately two years. This would be WOU's first doctoral program. The program could generate significant revenue and has the potential to bring undergraduates to WOU to prepare for graduate programs in health science and healthcare fields.

Rob Winningham shared ideas to improve retention that were generated by an external report conducted by Hanover. By targeting students who are at risk of not continuing WOU could improve retention rates. We are considering a number of efforts to target at risk students, give them the support needed to succeed, and possibly have a cohort of students complete courses that are often a barrier for graduate (e.g., math courses) in their first quarter, in smaller classes with greater levels of mentoring and support.

Erin Baumgartner discussed General Education revision efforts and support that is being given to faculty to create new courses for the general education curriculum. For example, each week during fall term Shaun Huston, First Year Seminars (FYS) Coordinator will be offering workshops to help faculty create FYS courses.

Erin Baumgartner discussed new faculty orientation and professional development opportunities that will be offered year round, as opposed to doing all new faculty orientation in a single day or week, as has been done in the past. These opportunities are generally available to other faculty as well.

There will be a number of efforts focused on civility, equity, and speech on campus this year. Dr. Stokes-Dupass is a diversity expert and will present on February 1, 2019. Dr. Asao Inoue is a racial bias in the evaluation of writing discussion expert and will present on October 29, 2018. A working lunch with President Rex Fuller, Vice President Ryan Hagemann, Interim Provost Rob Winningham, and Faculty Senate Executive Committee will take place on October 12, 2018 in order to discuss speech on campus. Associate Provost Erin Baumgartner is beginning conversations with the goal of convening opportunities to discuss gender equity on campus. Chairperson Shetterly asked if this was in response to an incident and it was stated that these efforts are more proactive in nature as opposed to being in response to a particular incident.

Gary Dukes gave an enrollment update. He stated that freshman enrollment is up 3% compared to the same time last year but transfer student enrollment is down about 7%. It was noted that while transfer enrollment is down, compared to last year, it is not down as much as community college enrollment is down, indicating that we are attracting a larger proportion of a dwindling pool of potential students. Zellee Allen asked if historical trends are being analyzed or if these changes could more statistical error. It was stated that there has been a multiyear trend toward lower enrollments at WOU and at many similar institutions.

Gary Dukes described a successful set of activities to support new student week. Participation rates for these new student events were higher than in previous years.

Gary Dukes discussed how the Spin Bike Share Program has been discontinued by the vendor due to poor fiscal performance. WOU has searched for an alternative program but they would cost the university approximately \$5000 per month, in addition to the cost of each bike use.

Gary Dukes described how each fall WOU teams up with the Monmouth Police Department and walk around neighborhoods in Monmouth that have a high concentration of students, to promote being good neighbors and make our students aware of local laws and ordinances, which might affect them. This year Tina Fuchs, Dean of Students, Rebecca Chiles, Director of Campus Public Safety, Officer Braden Smith with Campus Public Safety,

Chief Tallan of the Monmouth Police Department, and three of his officers. We were well received in the neighborhoods by both students and residents.

Gary Dukes gave updates regarding reorganizations within Student Affairs. Tina Fuchs is now the Associate Vice President for Student Affairs and Dean of Students and oversees the Dean of Students Cluster, which includes Housing, Dining, Student Conduct, Multicultural Student Services and Programs, Service Learning and Career Development and Mailroom. Malissa Larson is now Assistant Vice President for Student Affairs and oversees the Wellness Cluster, which includes Office of Disability Services, Student Health and Counseling Center, Abby's House, and Veterans Resource Center. Patrick Moser is now Assistant Vice President for Student Affairs and oversees the Student Engagement Cluster, which includes Student Engagement (Greek Life, ASWOU, Student Activities, Student Media), Werner University Center Operations, Wolf Store, and Conference Services. Gary Dukes will continue to directly oversee Admissions, Financial Aid, Campus Recreation, Student Support Services and Upward Bound along with Assistant and Associate Vice Presidents.

The days and times for the next two Academic and Student Affairs Committee were set:

- December 5th, 2018 1:30-3:00pm
- April 1st 9:00-10:30am

The meeting was adjourned.

Minutes prepared by Interim Provost Rob Winningham

ASAC, Proposal for a new degree program: BA in Interpreting Studies: Theory

We propose to phase out the current BA in Interpreting Studies curriculum, and replace it with the BA in Interpreting Studies: Theory (BAIST) curriculum described here. The BAIST curriculum will be the 4-year, undergraduate part of a 4+1 Master's degree program in Interpreting Studies. The Master's degree is described in a separate, but related, proposal.

The need: Interpreting Studies faculty have identified a preparation gap between graduation from an interpreter education program and readiness-to-work/certification. This gap results in some graduates being ineligible to work as certified interpreters in Oregon or in other states. Few, if any, interpreter education programs presently produce graduates with the professional skills necessary to provide adequate educational interpreting services to students who are deaf and hard of hearing (Smietanski, 2016; Smith & Maroney, 2017; Smith, 2010). The lack of professional skills, such as reflective practice, can be ameliorated by providing more balance in the undergraduate curriculum between technical versus adaptive skills, as the proposed curriculum does. In this way, we prepare students to successfully enter and complete a Master's degree in Interpreting Studies with the skills needed to be nationally certified as an interpreter and provide quality services to consumers in the community.

The proposed program: To address this gap, WOU's new BA in Interpreting Studies: Theory program provides a foundation in two focus areas – language studies and interpreting studies – that will prepare graduates for entry to a 45-credit MA degree program with an emphasis on observation, practice, supervision, and reflective practice. In total, the BA plus MA program duration will be five years and result in the award of an MAIS: Theory & Practice. Upon completion of the 4+1 degree, students will have a strong foundation from which to seek certification and provide effective and adaptive interpreting services. The present proposal establishes the BA portion of the 4+1 degree. It will, over time, replace the current BA in Interpreting Studies curriculum.

The new program's design differs from the program being replaced in that it engages interpreting faculty throughout the student's education, including as they complete foundational coursework including prerequisite language studies. The curriculum positions faculty to better support students at all levels as they make connections between program specific coursework and their professional goals. In addition, because native English speakers and those who are native/primary users of ASL have different needs, the program has developed distinct advising guides for each group to allow them to be equally equipped upon entry into interpreter coursework at the senior level.

The BA in Interpreting Studies: Theory is comprised of 42 credits of ASL and 58 credits of Interpreting Studies, 15 of which will be graduate-level courses taken in the senior year. Students also complete WOU's general education requirements and free electives.

The proposed degree program received Faculty Senate Approval on March 13, 2018 and the proposal is supported by the dean and provost. The WOU Academic and Student

Affairs Committee met on December 5, 2018 to review the proposal and voted to forward the proposal to the WOU Board of Trustees. Upon approval by the WOU Board of Trustees the proposal will be forwarded to the Public Universities Provost Council, HECC and NWCCU for further review.

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of a new BA degree in Interpreting Studies: Theory as included in the docket materials.

Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: Interpreting Studies (formerly ASL/English Interpreting Program)

Degree and Program Title: Bachelor of Arts in Interpreting Studies

1. Program Description

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

16.1603 Sign Language Interpretation and Translation

“16.1603 Sign Language Interpretation and Translation. A program that prepares individuals to function as simultaneous interpreters of American Sign Language (ASL) and other sign language systems employed to assist the hearing impaired, both one-way and two-way. Includes instruction in American Sign Language (ASL), alternative sign languages, finger spelling, vocabulary and expressive nuances, oral and physical translation skills, cross-cultural communications, slang and colloquialisms, and technical interpretation.”

From: <http://nces.ed.gov/pubs2002/cip2000/cip2000.asp?CIP2=16.1603>

“----- Sign Language Interpretation and Translation (Report under 16. 1603)”

From: <http://nces.ed.gov/pubs2002/cip2000/ciplist.asp?CIP2=13>

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

We propose to phase out the current BA in Interpreting Studies curriculum, and replace it with the BA in Interpreting Studies: Theory (BAIST) curriculum described here. The BAIST curriculum will be the 4-year, undergraduate part of a 4+1 Master’s degree program in Interpreting Studies. The Master’s degree is described in a separate, but related, proposal.

Through program assessment, Interpreting Studies faculty -- Dr. Elisa Maroney and Ms. Amanda Smith -- identified a preparation gap between graduation from an interpreter education program and readiness-to-work/certification. The assessment findings indicate that graduating seniors studied have an average EIPA score of 3.39 (Smith & Maroney, 2017), which does not qualify the graduates to work in Oregon or in other states where the EIPA requirement is 3.5 or higher.

To address this gap, WOU's new BA in Interpreting Studies: Theory program provides a foundation in two focus areas – language studies and interpreting studies – that will prepare graduates for entry to a 45-credit MA degree program with an emphasis on observation, practice, supervision, and reflective practice. In total, the BA plus MA program duration will be five years and result in the award of an MAIS: Theory & Practice. Upon completion of the 4+1 degree, students will have a strong foundation from which to seek certification and provide effective and adaptive interpreting services. The present proposal establishes the BA portion of the 4+1 degree. It will, over time, replace the current BA in Interpreting Studies curriculum.

The new program's design differs from the program being replaced in that it engages interpreting faculty throughout the student's education starting freshman year, including as they complete foundational coursework including prerequisite language studies. The curriculum positions faculty to better support students at all levels as they make connections between program specific coursework and their professional goals. In addition, because native English speakers and those who are native/primary users of ASL have different needs, the program has developed distinct advising guides for each group to allow them to be equally equipped upon entry into interpreter coursework at the senior level.

Few, if any, interpreter education programs presently produce graduates with the professional skills necessary to provide adequate educational interpreting services to students who are deaf and hard of hearing (Smietanski, 2016; Smith & Maroney, 2017; Smith, 2010). The lack of professional skills, such as reflective practice, can be ameliorated by providing more balance in the undergraduate curriculum between technical versus adaptive skills, as the proposed curriculum does. In this way, we better prepare students to successfully complete a Master's degree in Interpreting Studies with the skills needed to be certified as an interpreter.

The undergraduate Interpreting Studies: Theory program includes 90 credits of general education & free elective credits, 42-credits in ASL or English, and 58-credits in Interpreting, 15 of which will be graduate-level credits during their senior year. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

		time			
Credits	Low	High			
General ED	42	70	Upper Division	66	
Lang Focus (Major)	42	42			
INT Focus (Major)	58	58	**New/Revised Courses		
Other focus area/Free electives	38	10	Interpreting Focus		
	180	180	INT 120: Interpersonal Aspects of Interpreting	3	
ASL Language Focus			INT 242: Interpreter Mindset Seminar	2	
2nd year of ASL	12		INT 254: Intro to Interpreting Profession	3	
3rd year of ASL	12		INT 409: Practicum	3	
Deaf History	3		INT 260: Pre-Interpreting Skills Dev.	3	
Deaf Culture	3		INT 220: Environmental Aspects of Interpreting	4	
Linguistics of ASL	3		INT 320: Intrapersonal Aspects of Interpreting	4	
ASL Elective	6		Theory & Practice I-III 450/550, 451/551, 452/552	12	
1st & 2nd Language Acquisition	3	42	INT 392 Language Variance in Signed Language Interpreting	4	
English Language Focus			INT 462: Business Aspects of Interpreting	4	
LING 312 Lang & Society	4		INT 440: Ethics & Decision-Making	4	
ENG 386 Form and Meaning in Film	4		INT 469: Cultural Intelligence in a Diverse World	4	
LING 315 Structure of English	4		INT 465: Interpreting in Community Settings	4	
LING 350 Ling in the Digital Age	4		INT 440/540: Research & Current Issues	4	58
ANTH 325 Ethnographic Methods	4				
COM 325 Intercultural Comm	3				
LING 370 Meaning and Context	4				
LING 490 History of the English Language	4				
English Language Electives	6	37			

Courses at the 400/500 level are intended to not only complete the necessary credits & coursework for the BA in Interpreting Studies: Theory but also count toward the foundational coursework in the MA in Interpreting Studies: Theory & Practice track.

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

- a. All courses will be available on campus and online.
- b. Course scheduling will be done through the division protocol for scheduling and courses will be taken in order stated above.

d. Adequacy and quality of faculty delivering the program.

a. **Dr. Elisa Maroney**, Ph.D., NIC, CI, CT, Ed: k-12, ASLTA Qualified, is a tenured professor. She teaches a 9 to 12-credit load each term, and shares curricular and advising responsibilities. Dr. Maroney holds a Ph.D. in Linguistics from the University of New Mexico. She served as a member of the Oregon Educational Interpreter Working Group from 1993 when she arrived in Oregon to coordinate the Summer Interpreter Education Program, to 2011. She was also a member of the RID-EIPA task force that made the historic and profession-changing recommendation to the RID Board of Directors that an EIPA Level 4.0 or higher and a passing score on the EIPA written test should be granted certified membership status. She was selected to act as a Meta-Facilitator at the RID 2017 LEAD Together Conference, one of 5 across the country. Dr. Maroney was selected to be one of thirteen Commissioners on the Commission on Collegiate Interpreter Education, joining the first accrediting body for interpreter education programs and the first group of Commissioners in 2006. She served the Commission as President from June 2011 to December 2013 followed by a 2-year term as Immediate Past President. She spent the 2015-2016 year on sabbatical leave teaching at the University of Education, Winneba, Ghana. She was the Project Director for the ASL/English Interpreting Program grant (H325K110246) from 2011 to 2015 when she left for Ghana. She is again serving in that role as the grant comes to a close. She has served on the Friends of Oregon School for the Deaf Council since 2015.

b. **Ms. Amanda R. Smith**, MA, NIC-Master, CI/CT, Ed: k-12, SC:L, holds an Associate of Applied Science in Sign Language Interpreting from Johnson Community College, a Bachelor of Science in Organizational Management and Leadership from Friends University, and a Masters in Interpreter Pedagogy from Northeastern University. She has served as a faculty member in the Division of Deaf Studies and Professional Studies since 2007. She currently chairs the Division and teaches in the undergraduate ASL/English Interpreting and Master of Arts in Interpreting Studies programs. In addition to her work at WOU, Ms. Smith continues to engage in the community with interpreters and other professionals, facilitating reflective art practices for professional development. She was also selected to act as a Meta-Facilitator at the RID 2017 LEAD Together Conference, one of 5 across the country.

c. **Ms. Sarah Hewlett**, MA, NIC, ED: k-12, holds a Bachelor of Science degree in Special Education and Rehabilitation with an emphasis in Educational Interpreting from the University of Arizona (2007) and a Master of Arts in Interpreting Studies from WOU (2013). She has been interpreting since 2007 in various settings, including: k-12, postsecondary, theatrical, religious, video relay service, and community settings. Ms. Hewlett has been a full time faculty member in WOU’s ASL/English Interpreting Program since 2013, and as Placement and Outreach Coordinator (a role she will continue in this grant), has assisted in placing 60 students in internship experiences of 350 hours each.

d. **Ms. Erin Trine**, MA, NIC, ED: k-12, is a nationally certified interpreter and interpreter educator, who worked full-time in educational settings for three years. She is dedicated to advancing the interpreting field both locally and internationally to better serve consumers. Ms. Trine has studied in cross-cultural contexts and her research has included cross-cultural considerations. She has been a full-time faculty member at WOU since 2014. Ms. Trine currently teaches in the undergraduate and graduate interpreting programs and coordinates the undergraduate interpreting program at WOU. Her master’s thesis focused on a case study of an Arabic/Jordanian Sign Language interpreter. She is currently collaborating with four other authors on a book focused on educational interpreting, expected publication is 2019. She served as an online facilitator for the RID 2017 LEAD Together Conference.

e. **Ms. Vicki Darden**, MA, CI, CT, NAD IV - Advanced, has been a Visiting Assistant Professor at Western Oregon University since 2015, serving as adjunct faculty from 2005 – 2015. Ms. Darden is completing a Ph.D. in Education with an emphasis in Educational Technology through Walden University. She holds a Master of Arts in Interpreting Studies with an emphasis in Teaching Interpreting, and a Bachelor of Science in ASL/English interpreting with a minor in Anthropology, both from WOU. Ms. Darden has served on the boards of state RID chapters as Secretary, Vice President, President, and Past President. She was one of the authors of RID’s Standard Practice Paper on interpreting in Video Relay Service settings and continues scholarship in the use of technology for fostering collegiality and collaboration in online interpreter education. She served as a facilitator at the RID 2017 LEAD Together Conference.

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

Dr. Elisa Maroney	full-time, tenured professor
Amanda R. Smith	full-time, tenured professor
Vicki Darden	full-time, non-tenure track faculty
Sarah Hewlett	full-time, non-tenure track faculty
Erin Trine	full-time, non-tenure track faculty

f. Other staff

a. Sarah Hewlett, teaches in the program but also serves as the Placement and Outreach Coordinator for the interpreting programs networking and establishing relationships with community partners (in Oregon and beyond) allowing students to intern across the country.

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

a. The Division of Deaf Studies and Professional Studies recently moved into the new Richard Woodcock Education Center. The building features 20 classrooms, numerous conference rooms and a digital production studio space. Each classroom is equipped with the full array of today's state of the art technology (e.g., projectors, document cameras, sound system, RF assistive listening technology). A number of classrooms also house Smartboard interactive monitors, video conferencing, and additional induction loop assistive listening systems.

There are two Mac labs and one PC lab, each with 24 computers, with one of these labs designated as a language lab. The digital production space has a Tricaster video switcher with virtual set capabilities, studio quality lighting, three professional studio cameras, and video streaming capabilities. Four classrooms have the ability to remotely connect the cameras to the digital production studio.

WOU's Hamersly Library is representative of a respected, accredited university library. It holds over 900 items in the area of deafness/hearing loss, subscribes to 15 related journals, and participates in the Summit system which allows students access to an additional 8,000 items. WOU has available, among others, meeting rooms, cafeterias, a motor pool, a new health and wellness fitness center, television studio, dormitory facilities, and other services that directly or indirectly facilitate the operation of the Interpreting Studies program. The University maintains a fully equipped audiology lab which is available to students. One very popular feature on the WOU campus is the new Leadership in Energy and Environmental Design (LEED) Platinum Ackerman Hall, which houses a dedicated floor where both Deaf and Hearing students live and interact in a signing environment.

h. Anticipated start date.

Pending approval by HECC and NWCCU, Fall 2019

2. Relationship to Mission and Goals

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

"Western Oregon University creates lasting opportunities for student success through transformative education and personalized support." This is the mission of WOU. This program aligns by engaging with pre-interpreting students much earlier in their educational journey, optimizing advising, growth, and appropriate career path choices. The institutional missions include the following that this program aligns with:

- a. 1.1.3 Strengthen programs that support graduates' career, professional, and graduate school preparedness
- b. 1.3.2 Improve curriculum based on effective assessment of student learning outcomes.
- c. 1.3.3 Support curricular innovation and accountability.
- d. 1.4.1 Improve academic advising for all students.
- e. 4.3 Promote high-quality, diverse and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement.
- f. 3.1.1 Adopt experiential learning guidelines and align high-impact practices with these guidelines.
- g. 3.2.4 Create and enhance educational partnerships with local communities, particularly for underrepresented student groups.
- h. 3.4.1 Enhance diversity of university community as a matter of institutional priority and an integral component of academic success.

b. The proposed degree program exemplifies many of these institutional priorities. Faculty are utilizing data collected and analyzed to make improvements in curriculum to lead to increased quality of student learning outcomes. Additionally, with the recruitment of students from underrepresented groups is an innovative way of recruiting to increase the diversity of the program and the university. The program design incorporates a number of observation, practice, and reflection strategies to take place over a 4-5 year period of time engaging with the community at large - both hearing, English speakers and Deaf ASL users to learn communication patterns and cultural norms in situ.

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.

- a. HECC identifies the following initiatives for the state of Oregon higher education industry:
 - 1. Goal-setting: sharpening state higher education goals in specific areas, including for working-age adults, and better reporting our progress towards meeting them.
 - 2. Public College and University Funding: supporting sustainable state funding linked to student success.
 - 3. Pathways: simplifying and aligning student pathways from cradle to career.
 - 4. Student Support: enhancing student success, safety, and completion.
 - 5. College Affordability: limiting student costs for attending college in Oregon.
 - 6. Economic and Community Impact: contributing to prosperous workforce, economy, and communities.
- b. The proposed program contributes a more simplified and direct pathway between high school graduation and degree completion by directly educating and providing program advising to freshmen and each class along the way. Additionally, this will enhance student success by providing opportunities earlier in their university experience to determine if interpreting is a fit for them and if they are a fit for interpreting. This will limit the amount of unnecessary credits taken toward degree completion. This will also reduce the number of students who reach their junior year but are not accepted into the program, who then have to change majors and redirect

their credits, likely having to take additional credits to complete their degree. Finally, the proposed program will increase the quality and quantity of interpreters available for work in the state of Oregon. This impacts not only the workforce of interpreters, but will also positively impact the workforce made up of Deaf/hard of hearing Oregonians, more and higher quality access to the workforce will be good for many citizens.

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

i. improve educational attainment in the region and state;

a. One challenge that the ASL/English interpreting program has faced over the years, is students who have planned and worked for 3 years in their academic career applying to enter the interpreting program and not being accepted. This throws off their trajectory and time to graduate. There are often extraneous and unnecessary credits taken in this pursuit that go unused when changing majors and/or have delayed completion of another degree option. In response to this challenge and the data we have collected, we believe that becoming engaged with pre-interpreting students in their first year will allow them to have a feel for the profession and do self-selection of continuing or not, as well as allow faculty relationships to more effectively advise for efficient degree completion.

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

There is a significant shortage of quality interpreters to serve Deaf citizens in the state of Oregon and the nation at large. This shortage results in compromised services in high stakes areas such as k-12 education, postsecondary education, business, medical arenas, legal system, and more. The consequences are compromised quality of life for Deaf Oregonians as access to education, work, and health care are limited by the skill set of the assigned interpreter. There are currently no laws regulating interpreters in other settings than k-12 education. The law in Oregon is that interpreters must have a minimum of a 3.5 on a national Educational Interpreter Performance Assessment exam in order to work. The longitudinal study completed by Dr. Maroney and Ms. Smith indicates that graduates of WOU's ASL/English Interpreting program since average 3.39 on this assessment. The academic program is nationally accredited by the Commission on Collegiate Interpreter Education and yet sufficient numbers of qualified interpreting students are not graduating to meet the needs in the state and region. We need to look at interpreter education from a completely different angle. We need to start earlier, with a different lense of experience, community engagement, and becoming familiar with new settings, people, language use, and communication styles.

WOU's Regional Resource Center on Deafness recently conducted an Oregon Community Needs Assessment specific to the Deaf/HH population. This research was conducted by principal investigator Dr. Denise Thew Hackett (of the Rehabilitation and Mental Health Counseling program here at WOU). The findings are informative for the state of Oregon (in addition to

many, many others), showing frequent frustration or lack of access to state services due to “lack of interpreter availability” and/or “finding qualified interpreters.” The state of Oregon needs more interpreters, and more interpreters of quality sufficient to meet the needs of the range of Deaf/HH citizens from accessing state services to being able to navigate very specific, technical jargon with Deaf/HH individuals in the workforce.

iii. address civic and cultural demands of citizenship.

a. Being an interpreter, by definition, includes familiarity with and fluency in another language and culture than one’s own. This contributes to a citizenry that is able to communicate cross-culturally in at least 2 languages/cultures, oftentimes there is an extension of this skill in being curious about how to communicate with other unknown languages/cultures. Additionally, as mentioned above, the higher quality services provided, the more fully Deaf/hard of hearing citizens engage in, contribute to, and prosper from the Oregon economy as autonomous individuals.

3. Accreditation

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

a. Commission on the Collegiate Interpreter Education (CCIE). The current undergraduate program is CCIE accredited.

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.

a. The current program is CCIE accredited, faculty have served as president of CCIE, developer of standards, and current site reviewers. The new program developed is mindful of not only CCIE standards but also current research done by faculty, graduate students and the field at large.

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.

a. The current requirement is 3 graduating classes before we are able to apply for accreditation. We will be on track to apply upon completion of the third cohort.

4. Need

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

	Headcount/SCH projections, first 5 years of program				
	2018-19	2019-20	2020-21	2021-22	2022-23
Cohort 1 (18-19)	120	75	50	25	
Credits	5	5	15	32	
SCH	600	375	750	800	
Cohort 2 (19-20)	0	120	75	50	25
Credits		5	5	15	32
SCH		600	375	750	800
Cohort 3 (20-21)	0	0	120	75	50
Credits			5	5	15
SCH			600	375	750
Cohort 4 (21-22)	0	0	0	1	75
Credits				20	5
SCH				5	5
Cohort 5 (22-23)	0	0	0	0	120
Credits					5
SCH					600
Total					
Headcount	120	195	245	270	270
Total SCH	600	975	1725	2525	2525

** these will be additional SCH through Year 4 while the existing BA in ASL/English Interpreting is being phased out. Starting Year 5, the transition will be complete and the SCH and FTE will level out and sustain at that level.

b. **Projections** are based on the current estimate of pre-interpreting students at Western Oregon University and attrition rates over the last few years. Those that do not continue in the Interpreting degree, may change majors to ASL Studies, Interdisciplinary Studies or another degree pathway. Faculty teaching in this program will also teach in the MA in Interpreting Studies: Theory & Practice and Advanced/Teaching Emphasis, thus FTE numbers over the next 6 years (including all programs and the phase out of the ASL/EI program) are as follows:

FTE	Fall	Winter	Spring	Total FTE
Yr 1	5.83	6.83	6.58	6.42
Yr 2	6.58	6.33	6.08	6.33
Yr 3	6.75	5.83	5.83	6.14
Yr 4	7.58	7.67	7.42	7.56
Yr 5	6.42	6.67	6.58	6.56
Yr 6	5.83	5.75	6.08	5.89
			Average FTE	6.48

** this table reflects the FTE of existing BA, MAIS, and proposed BA programs over the next 6 years.

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

	Graduate projections, first 6 years of the program				
	2018-2021	2021-22	2022-23	2023-24	2024-2025
Cohort 1 (18-19)		25			
Cohort 2 (19-20)			25		
Cohort 3 (20-21)				25	
Cohort 4 (21-22)					25
Cohort 5 (22-23)					
Cohort 6 (23-24)					

b. This is graduation/completion of the undergraduate portion of the program. The number of students who continue on to the MA in Interpreting Studies: Theory & Practice, will be close to 20-25 of those graduates.

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

a. Students in previous years have been 50/50 resident and non-resident, with non-resident’s primarily from Washington or other WUE states. The program is designed to be completed full-time by traditional and non-traditional students.

d. Evidence of market demand.

a. In 2016, Dr. Denise Thew Hackett (Western Oregon University) undertook a research project funded by the State of Oregon to complete a [Community Needs Assessment](#) to identify the

social, health, and educational disparities experienced by the Deaf and Hard of Hearing Communities. Her findings indicate that the quantity and quality of interpreters in the state is significantly lacking. This lack of quantity and quality means that many interpreting jobs go unfilled resulting in Deaf/HH Oregonians unable to see doctors, visit with social security offices, receive vocational rehabilitation services, connect with co-workers, and participate fully in job interviews, to name a few of the impacts. Additionally, there is a lack of interpreters working in k-12 settings which results in Deaf/HH students in mainstream schools going without services at times and at other times having less than quality services provided to access their education. There are many job openings and, again, unfilled jobs both in the freelance market and the k-12 staff market.

Western Oregon University is also the only BA level interpreter education program in the northwest, the students we prepare end up serving Deaf/HH –communities in neighboring states as well as Oregon. The circumstances in these neighboring states are similar in that there are insufficient numbers and quality of interpreters to meet the needs of the ever-advancing Deaf/HH communities. There are only 2 other 2 year programs in the northwest that graduate a few students each year. WOU is the biggest feeder of interpreters into the market for most of the northwest.

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).

a. Not applicable. No other Oregon public universities offer this program in the state.

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?

a. Immediate prospects would be continuation with schooling here at WOU by entering the MA in Interpreting Studies: Theory & Practice track. Upon completion of that program, career and employment path includes interpreting in multiple areas - freelance, education, community, staff, etc. If students exit at the BA level, there will be a more elusive employment path, and not advisable - at this level of competence, they could not work independently as an interpreter but could work with interpreting agencies or other businesses affiliated with the Deaf and/or interpreting fields in some way.

5. Outcomes and Quality Assessment

Mission: To improve the quality and quantity of pre-interpreting professionals who will serve & collaborate with community members and professionals by educating students in communication, human relations, and ethical reasoning.

a. Expected learning outcomes of the program.

a. Students will:

1. Demonstrate the academic foundation and world knowledge essential to understand and navigate the world around them.
2. Develop critical analysis skills including: situational assessment; ethical reasoning; cultural intelligence lens, and research methodologies.
3. Demonstrate collaborative and cooperative abilities when engaging with colleagues, community members, and other teams.
4. Integrate academic foundation, world knowledge, critical analysis skills, communication skills, and language fluency by engaging meaningfully, collaboratively, and intentionally in communicative interactions.

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

1. Program learning outcomes will be assessed by evaluating samples of student work including but not limited to: spoken/signed & write communication, situational analyses, and interpersonal competence using rubrics developed based on evidence-based best practices in interpreting.

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

- a. Tenured and tenure-track faculty in the Interpreting Studies program have appointments in the division of Deaf Studies & Professional Studies, and are expected to meet the scholarly standards of the division. Per the WOU-WOUFT collective bargaining agreement, scholarly expectations of faculty at WOU are expressed through the Boyer model of scholarship, where faculty can demonstrate scholarly achievement in the scholarship of discovery, application, integration and teaching & learning. All tenure-track WOU faculty are expected to maintain engagement in at least one of these modes of scholarship.

6. Program Integration and Collaboration

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

- a. This program is closely related and would serve as a feeder to the Master of Arts in Interpreting Studies, both the Interpreting Studies: Theory & Practice track and the advanced/teaching track. Additionally, this program would have students who are in ASL Studies program classes as well. Faculty will continue to work together for effective and efficient instruction.

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.

- a. There are no similar program in other Oregon institutions, nor anywhere west of Washington, D.C. and Florida..

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

WOU continues to collaborate with Portland Community College.

d. Potential impacts on other programs.

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.

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University
 Program: BA Interpreting Studies: Theory

Academic Year: 2020-2021

	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)	41, 556 (1.0 NTT)					41,556
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						

Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						0
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						0
GRAND TOTAL						41,556

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

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

Column A	Column B	Column C	Column D	Column E	Column F
From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL

Personnel						
Faculty (Include FTE)	41, 556 (1.0 NTT)					41, 556
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						41, 556
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						

Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						41,556

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

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

Column A	Column B	Column C	Column D	Column E	Column F
From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL

Personnel						
Faculty (Include FTE)	41,556 (1.0 NTT)					41,556

Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						41,556
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						

Physical Facilities Subtotal						
GRAND TOTAL						41,556

Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

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

Column A	Column B	Column C	Column D	Column E	Column F
From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL

Personnel						
Faculty (Include FTE)	83,112 (2.0 FTE)					83,112
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						

Nonrecurring						
Personnel Subtotal						83,112
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						83,112



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Health Sciences

Department/Program Name: Physical Therapy

Degree and Program Title: Doctor of Physical Therapy

1. Program Description

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

CIP Code 51.2308

Title: Physical Therapy/Therapist.

Definition: A program that prepares individuals to alleviate physical and functional impairments and limitations caused by injury or disease through the design and implementation of therapeutic interventions to promote fitness and health. Includes instruction in functional anatomy and physiology, kinesiology, neuroscience, pathological physiology, analysis of dysfunction, movement dynamics, physical growth process, management of musculoskeletal disorders, clinical evaluation and measurement, client assessment and supervision, care plan development and documentation, physical therapy modalities, rehabilitation psychology, physical therapy administration, and professional standards and ethics.

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

The curriculum is comprised of 162 quarter credits of graduate course work.

Fall I	Cr	Winter I	Cr	Spring I	Cr	Summer I (5 weeks)	Cr
PDPT 500 Prof. Practices in Physical Therapy	3	PDPT 501 Basic Patient Care Skills	3	PDPT 512 Human Anatomy III	3	PDPT 580 Clinical Internship I (4 weeks)	4
PDPT 510 Human Anatomy I	3	PDPT 511 Human Anatomy II	3	PDPT 522 Biomechanics and Kinesiology III	3	PDPT 561 Research Methods and EBP II	4
PDPT 520 Biomechanics and Kinesiology I	3	PDPT 521 Biomechanics and Kinesiology II	3	PDPT 533 Neuroscience and Motor Control III	3		
PDPT 531 Neuroscience and Motor Control I	3	PDPT 532 Neuroscience and Motor Control II	3	PDPT 552 Therapeutic Exercise and Modalities III	3		

PDPT 550 Therapeutic Exercise and Modalities I	3	PDPT 551 Therapeutic Exercise and Modalities II	3	PDPT 560 Research Methods and EBP I	3		
PDPT 570 Applied Physiology/Pathophysiology I	3	PDPT 571 Applied Physiology/Pathophysiology II	3	PDPT 572 Applied Physiology/Pathophysiology III	3		
Total	18	Total	18	Total	18	Total	8

Fall II	Cr	Winter II	Cr	Spring II	Cr	Summer II (4 weeks)	Cr
PDPT 600 Cardiovascular and Pulmonary PT	4	PDPT 611 Medical Surgical and Integumentary	4	PDPT 632 Neurorehabilitation III	3	PDPT 640 Pain and Social Responsibility in Physical Therapy	4
PDPT 610 Pharmacology for PT	3	PDPT 620 Geriatric Physical Therapy	3	PDPT 652 Orthopedic Assessment and Rehab III	3	PDPT 690 Diagnostic Imaging	3
PDPT 630 Neurorehabilitation I	3	PDPT 631 Neurorehabilitation II	3	PDPT 660 Prosthetics and Orthotics	3	PDPT 751 Clinical Research II	3
PDPT 650 Orthopedic Assessment and Rehab I	3	PDPT 649 Medical Screening and Differential Diag.	4	PDPT 680 Clinical Internship II (6 weeks)	6		
PDPT 670 Pediatric Physical Therapy	4	PDPT 651 Orthopedic Assessment and Rehab II	3				
PDPT 750 Clinical Research I	1						
Total	18	Total	17	Total	15	Total	10

Fall III	Cr	Winter III	Cr	Spring III	Cr		
PDPT 780 Clinical Internship III (8 weeks)	8	PDPT 781 Clinical Internship IV(9 weeks)	9	PDPT 782 Clinical Internship V (10 weeks)	10		
PDPT 719 Health and Wellness in PT	3	PDPT 720 Administration in Physical Therapy	2	PDPT 752 Clinical Research III	3		
PDPT 730 Professional Seminar	3	PDPT 770 Special Topics	2				
Total	14	Total	13	Total	13		

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).

e. Adequacy and quality of faculty delivering the program.

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

g. Other staff.

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

There are two significant fiscal elements: facility and operational. The DPT will require instructional and research space that WOU currently lacks. The two options are renovation of a current space or construction of a new facility. Accreditation requirements mandate that faculty in the DPT program are active researchers. Supporting the research activities of the new DPT faculty is an opportunity to create research space that can also support the research activities of other WOU faculty and students. The research facilities needed to support the faculty and students in the DPT program will not be as extensive as those required in traditional research-intensive settings since the DPT research will be more application-focused.

i. 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.

Adding a Doctorate in Physical Therapy program to WOU is strongly aligned with the WOU Strategic Plan in many ways. The most critical are noted below.

- 1.1.1 Providing a campus environment that enhances learning
- 1.3.3 Support curricular innovation and accountability
- 2.1.2 Increase support for programs and activities that demonstrate and inspire academic excellence
- 2.4.1 Promote academic array that provides distinctive, high-quality programs
- 3.1.1 Adopt experiential learning guidelines and align high-impact practices with these guidelines
- 3.2.1 Increase support for student engagement in community service.
- 3.2.4 Create and enhance educational partnerships with local communities, particularly for underrepresented student groups.
- 4.2.1 Develop institutional research capacity
- 5.1.3 Support growth of academic programs to include new and innovative degrees and certificates

In support of the WOU Strategic Plan a Strategic Enrollment Plan has been developed. The DPT proposal is aligned with the enrollment plan in three key areas.

- 1.2. Develop additional flexible course offerings
- 2.0 Develop Doctorate in Physical Therapy
- 2.2 Program delivery that promotes graduate student access

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

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

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

The DPT provides a meaningful opportunity for WOU to better connect with the Monmouth/Independence community by providing a facility and content to support wellness training and physical therapy for low-income residents. There is an opportunity to create a pro bono clinic for low-income community members. Most of the DPT faculty will be licensed physical therapists and some of them will need a requisite number of hours in order to maintain their nationally recognized specializations (e.g., pediatrics, neurologic, geriatric, etc.).

3. Accreditation

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

CAPTE (Commission on Accreditation in Physical Therapy Education)

- 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.

We have designed the program to comply with CAPTE standards.

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

NA

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

4. Need

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

Make a table to show these enrollments. The proposed three-year program at WOU would initially enroll new cohorts of 40 students, moving to 50 student cohorts. The DPT program will support greater research activity by the WOU faculty and provide undergraduate students with meaningful research and internship opportunities.

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

Make a table to show this.

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

- d. Evidence of market demand.

Oregon has two CAPTE accredited schools (George Fox University and Pacific University). Both programs admit new cohorts of 50 students each year into their three-year DPT programs. George Fox is a newer program that has admitted students into their program for four years. Pacific University's program is well established and received 1,145 applications for its most recent entering cohort. Washington has three DPT programs (Eastern Washington University, University of Puget Sound, and University of Washington). California has 15 programs including five at CSU campuses (Fresno, Long Beach, Northridge, Sacramento, and San Diego).

In 2016, WOU contracted with STAMATS to do a market analysis⁵ and identify high need and high growth areas for graduate programming. The report concluded that "DPT is a high demand program, and has experienced growth in the number of degrees (and also degree providers) over the past several years—increasing from about 8,000 degrees in 2010 to well over 10,000 degrees in 2014. This program areas has experienced an average annual growth rate of about 6%, with an annual increase of about 521 new degrees per year. Nearly three-quarters of all programs experienced positive growth trends." p. 95

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

NA

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

According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, the demand for physical therapists is projected to grow by 34 percent from 2014-2024. This is far above the average demand growth rate for other occupations¹. The projected growth for Oregon is expected to 37.4%². Professional licensure to become a physical therapist requires a DPT awarded from a college or university that is accredited by CAPTE. Although, physical therapist who were initially licensed when only a master level degree was required have been allowed to maintain their licensure.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Overall, the programs learning outcomes are:

1. Demonstrate the ability to effectively practice in direct access clinical environments
2. Engage in ethical, collaborative, compassionate and culturally competent physical therapy
3. Demonstrate the ability to advocate for the health and wellness of society through education, consultation, and community outreach
4. Utilize scientific literature for clinical decision-making

CAPTE additionally prescribes “[Standards and Required Elements](#)” for accreditation. Standard 7 is related to student learning outcomes in that it specifies attitudes and skills that the curriculum develops in students (7D1-7D43).

- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.
- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Accreditation requirements mandate that faculty in the DPT program are active researchers.

6. Program Integration and Collaboration

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

Given accreditation requirements the DPT coursework will generally be taught by new faculty who are licensed physical therapists and have at least one doctorate in the area of physical therapy, therefore the direct teaching requirements are not likely to affect current programs. However, there could be indirect impacts and opportunities for existing undergraduate programs, the Biology Department, Health and Exercise Sciences Division, and Behavioral Sciences Division. We have previously convened a Faculty Advisory Taskforce comprised of faculty from the above academic units to discuss impacts and opportunities. We have also visited the following campus groups in an effort to proactively collaborate before this proposal was submitted:

1. Faculty Senate
2. Faculty Senate Executive Committee
3. Health and Exercise Science Division
4. Biology Department
5. Behavioral Sciences Division
6. Graduate Studies Committee
7. University Council
8. President’s Cabinet
9. WOUFT Leadership
10. WOU DPT Faculty Advisory Taskforce

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.

Revised May 2016

**WOU Board of Trustees Academic & Student Affairs Committee
December 5, 2018
Academic Affairs Report**

Dean of Library and Academic Technology

Dr. Allen McKiel, Dean of Library and Media Services, will be retiring after this academic year. During his time as dean, the library has undergone many positive changes, including a significant expansion of our electronic holdings, a new coffee shop in the library and the addition of some comfortable and flexible space for people to gather and study.

We will be expanding the role, duties and title of the current Dean of Library and Media Services to be Dean of Library and Academic Technology with an expected start date of July 1, 2019. This new dean would ideally have a broad understanding of and vision for the use of academic technology in higher education. Ultimately, we envision having the staff in the current Center for Academic Innovation (CAI) report to this new dean. Some of the work of reimagining the CAI was begun last year as a part of the University Council Action Team tasked with reimagining the CAI.

There will be several opportunities for stakeholders to participate in this change. We have convened a Library and Academic Technology Steering Committee, co-chaired by a Sue Kunda, Faculty Librarian and Dr. Adele Schepige, who was the co-lead on the above University Council Action Team. Second, we hope to have some town hall like discussions, facilitated by the Steering Committee. The search for the new dean will commence in December.

Salem Campus Update

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

By December 15, we will submit minor substantive change proposals for: (1) the Salem site and the AB in Liberal Studies degree program and, in a separate proposal, (2) the MA in Organizational Leadership degree program. We anticipate NWCCU approval of the additional site and the two Salem-based degree programs (MA in Organizational Leadership, AB in Liberal Studies) by

April 2019. At that time, we can begin publicly marketing the degree programs. In 2019-20, we will offer those programs and coursework in support of Business, Criminal Justice, Interdisciplinary Studies and a Certificate in Professional Writing. We are exploring other programs that can be delivered in Salem in the future.

DPT Update

The Doctor of Physical Therapy program curriculum proposal was submitted and has been reviewed by WOU's Graduate Studies Committee. The program was introduced as new business at the November 27th Faculty Senate Meeting and it is anticipated that it will be voted on at the January 8th Faculty Senate Meeting.

General Education Update

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

In preparation to accommodate transfer students, we have planned for the articulation of General Education program requirements to common state transfer mechanisms that do not entail an Associate degree or other credential that fully satisfies our general education requirements (WICHE passport, Core Transfer Map). A proposal to formalize these policies is currently before WOU Faculty Senate. For individual course transfer, courses that articulate to an existing WOU course that meets a General Education requirement will fulfill that requirement. Our team is currently working on crosswalks that align existing LACC requirements to General Education courses as courses are reviewed and accepted to help facilitate this process. Lower division courses that are not

specifically vocational in purpose and that do not already articulate to an existing WOU course will be reviewed by the GEC for articulation and students will always retain the ability to bring their courses to the General Education Director who will facilitate review by the GEC for program substitution and articulation.

Willamette Promise

WOU's accelerated learning program, offered through Willamette Promise, was approved by HECC's Oversight Committee for High School Based College Credit Partnerships through 2024. The approval of our Assessment-Based Learning program was unconditional; the peer reviewers found that WOU met expectations in three areas and exceeded expectations in the other three areas. WOU has reached out to Oregon's public colleges and universities to request information about how other institutions plan to accept the Assessment-Based Learning credits. With this information, we can provide students with accurate information about how their WOU credits will transfer to other Oregon public institutions. WOU has developed a three-year agreement with the Willamette Education Service District to continue our partnership to offer accelerated learning opportunities in almost 60 school districts from Eugene to the Portland-metro area. In 2018-19, WOU received \$612k in Student Success and Completion Model (SSCM) funding for our work in accelerated learning; state revenues fully cover the programs costs.

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

Learning” – has been a major driver of making access to accelerated learning more equitable in Oregon.

Accreditation update

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