

Docket Item:

University Program Approval: Western Oregon University, Bachelor of Applied Science (BAS) in Professional Studies in the Deaf Community.

Summary:

Western Oregon University proposes a new degree program leading to a BAS in Professional Studies in the Deaf Community. The statewide Provosts' Council has unanimously recommended approval. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the program as proposed.

Staff Recommendation:

The HECC recommends the adoption of the following resolution:

RESOLVED, that the Higher Education Coordinating Commission approve the following program:

BAS degree in Professional Studies in the Deaf Community at Western Oregon University

Summary of Prospective Program in Professional Studies in the Deaf Community

Bachelor of Applied Sciences

Western Oregon University

Submitted to Statewide Provosts Council: April 2020

Brief Description

In the fields within Deaf Studies and Professional Studies there are a myriad of academic expectations, including the completion of an Associate of Applied Science (AAS) degrees. This could be an AAS in Interpreting, Addiction Studies, or even in Deaf Studies. These degrees do not transfer smoothly to a traditional bachelor's degree, thus the need for this Bachelor of Applied Sciences degree completion pathway that would capitalize on the AAS degree courses and add to the skills and knowledge of students who may be seeking a second career or desire a graduate degree for a career advancement. This program has been designed with input from faculty in ASL Studies, Interpreting Studies, Deaf and Hard of Hearing Education, and Rehabilitation and Mental Health Counseling. We want these students to be well positioned to enter our graduate programs and advance their abilities to serve the community.

Additionally, we have been contacted by community colleges and community members in Hawaii, Alaska, and rural areas of Oregon and Washington to assist in equipping interpreters in their states. The need is for an online program so that students remain in the states needing their developing qualifications rather than move to a larger city and not return.

The undergraduate BAS program includes a 37 credit core, 12-18 credits of field experience, and 35-41 credits of electives chosen from the prescribed categories of Cultural Intersections and Language/Communication. Students work with an academic adviser to develop the program of study.

Program Location and Modality: Western Oregon University, online primarily

Anticipated start date Fall 2021

Anticipated enrollment, at launch and goals for 5 and 10 years out

Headcount projections, first 5 years of program				
2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
20	20	30	30	40

An abbreviated description of how the program contributes to addressing statewide needs and goals and aligns with the university's mission and strategic plan

Statewide needs.

The proposed program contributes a more simplified and direct pathway between an Associate of Applied Science degree, degree completion, and even graduate school. The students for this program will be place-bound and in need of alternative, flexible course delivery. They are an untapped market at this point. Rural areas of Oregon are in need of high quality services for Deaf/HH citizens as well, and yet are largely underserved. This program will allow those providing services, or interested in providing services to be equipped in culturally informed practices.

One challenge that students face as they continue their work with the Deaf community is the transferability of their vocational based degrees or credits. Many interpreters, para-professionals, addiction counselors and other practitioners have Associate of Applied Science degrees that do not smoothly transfer to a traditional BA or BS degree program. The proposed BAS pathway will allow all their vocational training to count toward a 4-year degree and also honors the work they have done in their vocational training as well as in their service to the field over the years.

Aligns with WOU's Strategic Plan.

The proposed degree program exemplifies many of these institutional priorities. Faculty are responding to market demands for additional training and education for professionals working with Deaf communities. Additionally, with the recruitment of students from underrepresented groups, states that are under resourced and rural areas of states 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 engaging with the communities at large - hearing, English speakers, users of other languages, and Deaf ASL users to learn communication patterns and cultural norms in situ.

Contacts

The BAS in Professional Studies in the Deaf Community degree was developed by faculty of the division of Deaf Studies & Professional Studies at Western Oregon University. Interested universities should contact:

1. Amanda R. Smith, DSPS Chair, Western Oregon University
smithar@wou.edu



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: Deaf Studies & Professional Studies

Degree and Program Title: Bachelor of Applied Science in Professional Studies in the Deaf Community

1. Program Description

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

05.0211. Deaf Studies

Deaf Studies. A program that focuses on the sociological, historical and linguistic aspects of the deaf and hearing impaired, and that prepares individuals to work with the deaf and hearing impaired. Includes instruction in American Sign Language, deaf studies, American deaf culture, structure of American Sign Language, history of the American deaf community, and civil rights of deaf people. Examples: [Deaf Studies], [American Sign Language (ASL) and Deaf Studies] See also: 16.1601 - American Sign Language (ASL). No substantive changes

16.1602 Linguistics of ASL and Other Sign Languages.

A program that focuses on the scientific and scholarly study of the development, structure, and use of American Sign Language (ASL) and other visual signed languages, both as vehicles for communication within the deaf community and in relation to spoken and written languages. Includes instruction in cognitive linguistics; ASL and sign language phonology, syntax, and morphology; sociolinguistics of the deaf community; comparative linguistics; and studies of specific sign languages, including, but not limited to, ASL, Auslan (Australian Sign Language), LSF (French Sign Language), Shuwa jiten (Japanese Sign Language), HamNoSys (German Sign Language), and Gestuno. No substantive changes

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 division of Deaf Studies & Professional Studies faculty are proposing a new undergraduate pathway for degree completion at Western Oregon University.

Overall Program Rationale:

In the fields within Deaf Studies and Professional Studies there are a myriad of academic expectations, including the completion of an Associate of Applied Science (AAS) degrees. This could be an AAS in Interpreting, Addiction Studies, or even in Deaf Studies. These degrees do not transfer smoothly to a traditional bachelor's degree, thus the need for this Bachelor of Applied Sciences degree completion pathway that would capitalize on the AAS degree courses and add to the skills and knowledge of students who may be seeking a second career or desire a graduate degree for a career advancement. This program has been designed with input from faculty in ASL Studies, Interpreting Studies, Deaf and Hard of Hearing Education, and Rehabilitation and Mental Health Counseling. We want these students to be well positioned to enter our graduate programs and advance their abilities to serve the community.

Focusing just on interpreting majors, the data suggests there is a significant new market for this type of program, particularly when offered online. Historically, interpreter preparation programs have been housed at community colleges and designed as vocational programs resulting in AAS degrees. There are currently 83 programs, nationally, at the Associate level and 51 at the certificate level (which suggests those credits would be vocational in nature). The current requirement to sit for the national interpreting exam is a bachelor's degree (in anything). There are many, many working interpreters who have an AAS but not the 4-year degree that would make them eligible for national certification. Also, again, specific to interpreters the desire for an advanced degree to become a leader or teacher in the field requires a degree completion path.

Additionally, we have been contacted by community colleges and community members in Hawaii, Alaska, and rural areas of Oregon and Washington to assist in equipping interpreters in their states. The need is for an online program so that students remain in the states needing their developing qualifications rather than move to a larger city and not return. This program would serve them as well.

The undergraduate BAS program includes a 37 credit core, 12-18 credits of field experience, and 35-41 credits of electives chosen from the prescribed categories of Cultural Intersections and Language/Communication. Students work with an academic adviser to develop the program of study including the core curriculum, field experience, cultural intersections, and language & communication categories.

Students must transfer to WOU with an AAS degree to complete this program.

Professional Studies in the Deaf Community coursework.

Required Courses

- Modern Language
Credits: 12

- ASL 301 American Sign Language VII
Credits: 4
- ASL 302 American Sign Language VIII
Credits: 4
- ASL 303 American Sign Language IX
Credits: 4
- ASL 315 Deaf Culture
Credits: 3
- ASL 353 Linguistics of ASL
Credits: 3
- ASL 456 First and Second Language Acquisition: Deaf and Hard of Hearing
Credits: 3
- LING 310 Introduction to Linguistics
Credits: 4

Field Experience Credits: 12

Selected from the following, as approved by the major advisor

- INT 242 Interpreter Mindset
Credits: 3
 - INT 410 Internship
Credits: 3-6

 - ASL 409 Practicum
Credits: 3-12
- OR
- INT 409 Practicum: Interpreting
Credits: 3-12

Cultural Intersections Credits: 12

As approved by the major advisor

Choose One

- Modern Language Credits: 12
 - Level 200-203 or above
- Upper-Division Credits: 12
 - Anthropology, American Sign Language, Communication, Psychology, Sociology, or study abroad experience.

Language & Communication Credits: 12

As approved by the major advisor.

- English, Literature, American Sign Language, Interpreting, and/or electives from French, German, Spanish or other language.

Elective Credits: 17

As approved by the major advisor.

- Selected from the Field Experience, Cultural Intersections, and/or Language & Communication categories, as approved by a major advisor.

Total Credits 90

Notes

Students must transfer to WOU with an AAS degree to complete this program.

To complete the Professional Studies in the Deaf Community coursework, students work with an academic adviser to develop the program of study including the core courses curriculum, the Field Experience, the Cultural Intersections category, the Language & Communication category and elective courses.

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).

All courses will be available online. Course scheduling will be done through the division protocol for scheduling.

d. Adequacy and quality of faculty delivering the program.

- **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.

- **Dr. Patrick Graham** is the program coordinator for the Deaf and Hard of Hearing Education Teacher Preparation Program at Western Oregon University. He holds a doctorate of Philosophy in Educational Theory and Practice focusing on Early Childhood Deaf Education. He is particularly interested in how teachers hone their craft while they are teaching in their current placements, and how they reflect on their teaching. Dr. Graham has presented all over the world on a variety of topics, such as Multicultural Education, Empathy in Deaf Education, Autism strategies in Deaf Education and Assessment and Curriculum. Dr. Graham currently serves on the Council of Deaf Education, and co-founded the National Deaf Education Conference, and is very excited for the sixth conference in Chicago, Illinois.
- **Dr. Kara Gournaris** is an assistant professor in American Sign Language department at Western Oregon University and she has been working at WOU since 2010. She graduated from Gallaudet University with a BA in Psychology and from Prescott College with a MA in Experimental Education. She completed with Ed. D in Curriculum and Instruction at Portland State University in 2019. She has been involved with teaching ASL in some capacity for the past fifteen years. She is currently qualified ASLTA certified. Kara gave a couple of presentations in the state and national focusing on pedagogies, community of practices, and developing the bridges between high schools and colleges in Oregon.
- **Ms. Lyra Behnke** has taught at WOU since fall of 2014. She holds a Bachelor's degree from Western Oregon University in ASL Studies with a minor in Business and a Master's degree in Linguistics from Gallaudet University, with a focus in Sign Language Linguistics. Lyra currently serves as the ASL Studies program coordinator and ASL placement evaluation coordinator as well as teaching ASL linguistics and elective courses. She previously worked in the K-12 setting as an ASL Specialist at the Washington School for the Deaf where she worked with students and taught ASL as a first language. Her background as an immersed member of the Deaf community and drawing from her experiences as a Deaf individual contributes to her passion for language learning, especially with ASL.
- **Pauline "Tie" Burcham** has taught at Western Oregon University (WOU) since the winter of 2018. She holds an Associate degree in Black Studies from San Diego Mesa College, Bachelors in Africana Studies from San Diego State University, and a Master's in Sign Language Education from Gallaudet University. She currently teaches American Sign Language Level 1-9 and online ASL 6 and has developed elective courses such as Black Deaf Culture and Black ASL. She previously worked at Southwestern Community College for a number of years. Along with teaching, Tie enjoys presenting and participating in the Deaf community. She has presented in the Deaf Interpreter Conferences II and III (where she also served as one of the keynote speakers) and led a Social Justice workshop training for Deaf Interpreters and the National Association for the Deaf

Youth Leadership Camp. Tie has also engaged with students at WOU by speaking on Intersectionality at the Multicultural Representative gathering in 2020 and participating as a panelist for the Black Student Union.

- **Ms. Sarah Hewlett** earned a Bachelor of Science degree in Educational Interpreting from the University of Arizona in 2007. Since then, she has worked as an interpreter in various settings and earned her Master of Arts degree in Interpreting Studies from Western Oregon University in 2013. She has been a faculty member in WOU's American Sign Language/English Interpreting program since 2013.
- **Ms. Kathleen Kenyon** is a teacher educator in the Deaf and Hard of Hearing Education program, under the Division of Deaf Studies and Professional Studies. She received her Master of Science Degree in Secondary Education of Students who are Deaf and Hard of Hearing (2014) at the National Technical Institute for the Deaf (NTID), Rochester, with an emphasis on bilingual language recovery and language arts studies. She also engaged in research opportunities while at the Rochester Institute of Technology of written English acquisition and grammatical coding of written work for students who are deaf and hard of hearing. She worked as a classroom teacher and consultant for IEP writing and assessment development at the Oregon School for the Deaf until she joined Western Oregon University as an instructor in winter 2019.
- **Brian Peet** has taught at WOU since the fall of 2018. He holds a Bachelor's in Film Arts from Rochester Institute of Technology and a Master's in Teaching Sign Language from Gallaudet University. He currently teaches ASL levels 1-6, and has developed elective courses such as History of Deaf Cinema and ASL Media. He previously worked as a camp recreation leader for both hearing and Deaf children for ten years. His passion for Deaf kids has led him to volunteer at OSD in various academic settings.
- **Katie Pfaff** has taught at WOU since 2014. She holds a Bachelor's degree from Arizona State University in Liberal Studies and a Master's degree from Idaho State University specializing Deaf Education. She has taught various online and on-campus courses at WOU over the years, including graduate Deaf Education courses, student teaching placement and supervision, and multiple levels of ASL courses along with an elective course. Prior to working at WOU, Katie served in the K-12 Deaf Education field for 9 years in different teaching positions and Deaf schools. In addition to that, she taught ASL courses at a local community college and directed a state-funded program for families to learn ASL during evenings. She also had the opportunity to work as a research lab manager at Georgia Institute of Technology in Atlanta, Georgia with the Visual Language and Visual Learning (VL2) organization. With a versatile background in numerous settings, Katie acquired a range of knowledge, skills, and perspective in which she happily contributes to WOU and her students.

- **Brent Redpath** has been actively involved in higher education since 2010. He received his Bachelor's degree in American Sign Language Studies at Western Oregon University and his Masters of Education degree at Oregon State University under the Student Service Administration program. Brent is currently employed as an ASL Studies Instructor at WOU. He also holds ASLTA certification. Brent has a passion for sharing his story of facing challenges and overcoming them and sharing his pride in the Deaf community. As a hobby, he is a licensed private pilot and an avid skier. He also enjoys flying and skiing at Hoodoo or Mt. Bachelor during his leisure time with his wife and two kids.
- **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.
- **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. Adequacy of faculty resources – full-time, part-time, adjunct.

The need for full-time dedicated faculty for this program does not exist. This pathway is designed with existing courses already offered. Students will take courses in the existing Interpreting Studies and ASL Studies programs. Coordination and advising for this degree will begin with the Chair of the division of Deaf Studies & Professional Studies (currently Amanda R. Smith, bio above). As the program grows and advising needs grow, there will be requests for additional advising faculty and coordination resources.

f. Other staff

Sarah Hewlett, teaches in the Interpreting Studies 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.

Kathleen Kenyon, teaches in the Deaf and Hard of Hearing Education program but also serves as the Clinical Placement Coordinator also 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.

Given that this is primarily an online program, we will highlight the online resources available. Additionally, we have physical space and resources that support the faculty. The current Learning Management System (LMS) adopted by WOU is Moodle, thus all courses will be run through this LMS. We have moodle support services available and utilize video and text based content building from faculty desktops. There are moodle supports for students as well, through the moodle help desk. There is more information below about the physical library, but as an online program, we will take full advantage of the digital resources available through the ebrary and librarians. The ebrary is well-stocked with current, relevant research-based texts. The librarians have created numerous library guides for students needing to do general research, discipline-specific guides among others. They are also available to customize guides for specific groups of students.

The Division of Deaf Studies and Professional Studies is housed in 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 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 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.

“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 professionals who already work in the community and are interested in continuing and advancing their education. This group of students need the customizable design and personalized support as they will be predominantly non-traditional students. 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. 4.3 Promote high-quality, diverse and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement.
- e. 3.1.1 Adopt experiential learning guidelines and align high-impact practices with these guidelines.
- f. 3.2.4 Create and enhance educational partnerships with local communities, particularly for underrepresented student groups.
- g. 3.4.1 Enhance diversity of university community as a matter of institutional priority and an integral component of academic success.

The proposed degree program exemplifies many of these institutional priorities. Faculty are responding to market demands for additional training and education for professionals working with Deaf communities. Additionally, with the recruitment of students from underrepresented groups, states that are under resourced and rural areas of states 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 engaging with the communities at large - hearing, English speakers, users of other languages, 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.

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.

The proposed program contributes a more simplified and direct pathway between an Associate of Applied Science degree, degree completion, and even graduate school. The students for this program will be place-bound and in need of alternative, flexible course delivery. They are an untapped market at this point. Rural areas of Oregon are in need of high quality services for Deaf/HH citizens as well, and yet are largely underserved. This program will allow those providing services, or interested in providing services to be equipped in culturally informed practices.

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;

One challenge that students face as they continue their work with the Deaf community is the transferability of their vocational based degrees or credits. Many interpreters, para-professionals, addiction counselors and other practitioners have Associate of Applied Science degrees that do not smoothly transfer to a traditional BA or BS degree program. The proposed BAS pathway will allow all their vocational training to count toward a 4-year degree and also honors the work they have done in their vocational training as well as in their service to the field over the years.

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

There is a significant shortage of quality service providers for 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, counseling, 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 level of practitioners available.

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. The state of Oregon needs more practitioners with 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 areas with Deaf/HH individuals in the workforce.

iii. address civic and cultural demands of citizenship.

With the emphasis on working professionally with members of the Deaf community as they interact in the world at large, there is specific attention paid to the public service aspects of the work - focusing on culturally informed practices.

3. Accreditation

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

N/A

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

N/A

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.

N/A

4. Need

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

Headcount projections, first 5 years of program				
2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
20	20	30	30	40

Projections are based on market requests, known AAS degree holders, and the expected marketing toward prospective students interested in degree completion. Again, this program will require no additional faculty FTE currently, as the courses in the major are existing courses taught for other majors/minors. And the program coordination will be handled in the Division Chair’s duties for the time being. Once the enrollment for this program is over 40, there will need to be a dedicated program coordinator compensated for that.

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

Graduate projections, first 6 years of the program				
2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	15	18	20	25

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

The program is expected to serve non-traditional seeking degree completion options; transfer students with an AAS degree; notably, given the dearth of comparable programs, we expect significant nonresident and online enrollments.

d. Evidence of market demand.

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 access to see doctors, visit with social security offices, receive vocational rehabilitation services, connect with co-workers, and participate fully in job interviews are impacted by the lack of professionals who have a knowledge and appreciate of the unique needs of the Deaf/HH communities.

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).

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?

Immediate prospects would be continuation with schooling here at WOU by entering the MA in Interpreting Studies, Deaf & Hard of Hearing Education, or Rehabilitation & Mental Health Counseling programs. Upon completion of those programs, career and employment path includes interpreting in multiple areas - freelance, education, community, staff, etc, becoming an itinerant or classroom teacher specifically working with deaf and hard of hearing students, or becoming vocational or mental health counselors. If students exit at the BAS level, there will be a more elusive employment path. Students could work as job coaches, instructional aids, and support service providers.

5. Outcomes and Quality Assessment

Mission: We live in a linguistically diverse world where individuals see through a multitude of lenses. In this program, we equip professionals to connect people across their differences and to assist them in navigating through barriers to opportunities in areas, such as education, community services, and employment.

a. Expected learning outcomes of the program.

Upon completion of the degree, students will:

1. Develop critical analysis skills including: situational assessment; ethical

reasoning; cultural intelligence lens, and research methodologies.

2. Demonstrate collaborative and cooperative abilities when engaging with colleagues, community members, and other teams.
3. 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.

Program learning outcomes will be assessed by evaluating samples of student work including but not limited to: spoken/signed & write communication, situational analysis, and interpersonal competence using rubrics developed based on evidence-based best practices. Key assignments will be included in field experience courses demonstrating integration.

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

Tenured and tenure-track faculty in the Division of Deaf Studies & Professional Studies 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.

This program is closely related and would serve as a feeder to the Master of Arts in Interpreting Studies, Deaf & Hard of Hearing Education, Rehabilitation & Mental Health Counseling. Additionally, this program would have students who take courses in the ASL Studies, Interpreting Studies, and across campus in departments like communication, education, sociology, psychology, etc. 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.

There are no similar program in other Oregon institutions.

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, which offers an AAS degree that will prepares students for the proposed BAS degree.

d. Potential impacts on other programs.

This program provides an opportunity for students with a terminal degree (AAS) to continue on a streamlined path to earning a four-year degree, and to then pursue a graduate degree. As such, the proposed programs fills a significant gap in the state and region's existing array of professional development opportunities for those who work in the Deaf community.

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

Institution: Western Oregon University

Program: BAS in Professional Studies in the Deaf Community

Action: At the **December 15, 2020** meeting, the Statewide Provosts Council approved a new program for **Western Oregon University, BAS in Professional Studies in the Deaf Community** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **Western Oregon University** Board of Trustees approved the **BAS in Professional Studies in the Deaf Community** program at its **June 10, 2020** meeting.

Eastern Oregon University

Sarah Witte, provost

Approved

Opposed

Abstained



Oregon Health & Science University

Elena Andresen, interim provost

Approved

Opposed

Abstained



Oregon State University

Ed Feser, provost

Approved

Opposed

Abstained



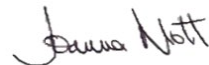
Oregon Tech

Joanna Mott, provost

Approved

Opposed

Abstained



Portland State University

Susan Jeffords, provost

Approved

Opposed

Abstained



Southern Oregon University

Susan Walsh, provost

Approved

Opposed

Abstained



University of Oregon

Patrick Phillips, provost

Approved

Opposed

Abstained



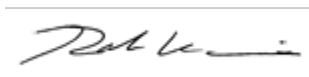
Western Oregon University

Rob Winningham, provost

Approved

Opposed

Abstained



Docket Item:

University Program Approval: University of Oregon, Bachelor of Fine Art (BFA) in Dance.

Summary:

University of Oregon proposes a new degree program leading to a BFA in Dance. The statewide Provosts' Council has unanimously recommended approval. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the program as proposed.

Staff Recommendation:

The HECC recommends the adoption of the following resolution:

RESOLVED, that the Higher Education Coordinating Commission approve the following program:

BFA degree in Dance at University of Oregon.



Proposal for a New Academic Program

Institution: University of Oregon

College/School: School of Music and Dance

Department/Program Name: Dance

Degree and Program Title: Bachelor of Fine Arts in Dance

1. Program Description

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

50.0301

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.

Building on the legacy of UO Dance faculty, Martha Hill, and her student, Bessie Schonberg, who first introduced Modern Dance to universities across the United States nearly a century ago, the proposed BFA in Dance degree will pioneer a new approach to inclusive dance education. This will be the only BFA in Dance offered in the state of Oregon and one of only a limited few BFA degrees in the U.S. that requires equal study in dances of the African diaspora, such as Hip-hop and Jazz, and Euro-centric forms such as Contemporary and Ballet. This will afford equal access to lower-income and non-white students, which inherently expands the diversity of the program to include other marginalized groups.

With this degree plan it will be possible for students to enter the UO Dance program as creative and talented movers from all backgrounds and successfully graduate in four years with marketable professional dance skills such as Teaching, Performing, and Choreographing, as well as corollary fields such as Technical Production and Arts Administration.

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

Proposed 4-year Degree Plan

BFA 1st Year								
Fall			Winter		Spring			
		Cr			Cr		Cr	
DANC 175	Jazz 1	1	DANC 175	Jazz 1	1	DANC 175	Jazz 1	1
DANC 185	African 1	1	DANC 185	African 1	1	DANC 185	African 1	1
DANC 170	Modern 1	1	DANC 170	Modern 1	1	DANC 170	Modern 1	1
DANC 172	Ballet 1	1	DANC 172	Ballet 1	1	DANC 172	Ballet 1	1
DAN 408	Performance: Loft	2	DAN 125	First Year Seminar	1	DAN 171	Improvisation	1
DAN 125	First Year Seminar	1	WR 122/3	College Comp 2	4	DAN 125	First Year Seminar	1

WR 121	College Comp 1	4	Gen Ed	4	DAN 251*	Looking at Dance (AL)	4
	Gen Ed	4	Elective	2	Gen Ed	Area/Cultural Literacy	4
Major Credits		7		5			6
Gen Ed Credits		8		8			8
Elective Credits		0		2			0
Total Credits		15		15			14

BFA 2nd Year							
Fall	Cr	Winter		Cr	Spring		Cr
DANC 275 Jazz 2	1	DANC 275	Jazz 2	1	DANC 275	Jazz 2	1
DANC 285 African 2	1	DANC 285	African 2	1	DANC 285	African 2	1
DANC 270 Modern 2	1	DANC 270	Modern 2	1	DANC 270	Modern 2	1
DANC 272 Ballet 2	1	DANC 272	Ballet 2	1	DANC 272	Ballet 2	1
DAN 271 Contact Improvisation	1	DAN 408	Performance: Faculty/Guest	2	DAN 252	Fundamentals of Rhythm	3
DAN 255 Production 1	3	DAN 256	Somatics	3	DAN 355	Production 2	1
DAN 260* Anatomy of Human Mvt (S)	4	DAN 241*	Screendance (AL)	4	Gen Ed	Area/Cultural Literacy	4
Gen Ed	4	Elective		2	Elective		2
Major Credits		8		9			8
Gen Ed Credits		8		4			4
Elective Credits		0		2			2
Total Credits		16		15			14

BFA 3rd Year							
Fall	Cr	Winter		Cr	Spring		Cr
DANC 375 Jazz 3	1	DANC 375	Jazz 3	1	DANC 375	Jazz 3	1
DAN 394 Contemporary 3	3	DAN 394	Contemporary 3	3	DAN 394	Contemporary 3	3
DANC 372 Ballet 3	1	DANC 372	Ballet 3	1	DANC 372	Ballet 3	1
DAN 436 Dema African Performance	3	DAN 436	Dema African Performance	3	DAN 436	Dema African Performance	3
DAN 408 Performance: Loft	2	DAN 360	Kinesiology	4	DAN 352	Composition 2	3
DAN 351 Composition 1	3	Gen Ed		4	Gen Ed		4
DAN 301 African Aesthetics	4				Elective		2
Major Credits		17		12			11
Gen Ed Credits		0		4			4
Elective Credits		0		0			2
Total Credits		17		16			17

BFA 4th Year							
Fall	Cr	Winter		Cr	Spring		Cr
DAN 494 Contemporary 4	3	DAN 494	Contemporary 4	3	DAN 494	Contemporary 4	3
DAN 480 Dance Repertory	2	DAN 481	Repertory Company-Reh	2	DAN 482	Repertory Company-Perf	2
DAN 452 Composition 3	3	DAN 491	Teaching Dance	3	DAN 412	Student Concert	3
DAN 458 Music for Dancers	3	DAN 425	Senior Seminar	1	DAN 404	Internship	2
DAN 425 Senior Seminar	1	DAN 443	Dance and Power	3	DAN 425	Senior Seminar	1
Elective	4	Elective		2	DAN 444	Contemp Issues in Dance	3
Major Credits		12		12			14
Gen Ed Credits		0		0			0
Elective Credits		4		2			0
Total Credits		16		14			14

183 Total Credits (180 Minimum)

121 Total Major Credits (117 Minimum NASD)

48 Total Gen Ed Credits (45-54 Minimum NASD)

36 Area Satisfying Credits

8 Written English Credits

83 Upper Division Credits (62 Minimum)

14 Elective Credits (9-18 Minimum NASD)

- 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 BFA in Dance will be offered at the University of Oregon home campus in Eugene. We are not currently planning to offer the degree online but some of the courses may be offered online.

e. Adequacy and quality of faculty delivering the program.

The major consists of mostly existing courses from the Dance department staffed by tenure-track and career faculty that have a long history of high-quality instruction and scholarship. The School of Music and Dance has committed to ensuring there are adequate, quality faculty in the future should the demand in the major exceed current capacity. We do not anticipate that happening in the first 5 years.

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

See above

g. Other staff.

The Dance Department already administers a BA and BS in Dance and will not require additional staff to administer the BFA in Dance.

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

No additional facilities, equipment or other resources are required to offer the proposed BFA in Dance.

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 proposed BFA in Dance is connected with the UO's mission, signature strengths and strategic priorities in a number of ways. For example, it fosters equity and inclusion by requiring the study of dances of the African diaspora, such as African and Jazz, with equal credit value to Western dance forms, such as Contemporary dance and Ballet.

The proposed BFA in Dance degree will help individuals question critically through theory courses in History and Culture (e.g. DAN 454 Contemporary Issues in Dance), which offer students insight into body-politics intrinsic to the art of dance, specifically; race, gender, age, ability and power. This degree will help students think logically through courses in Movement Science (e.g. DAN 260 Anatomy of Human Movement), which instill a deep understanding of the body's form and function in order to empower optimal performance while preventing injuries. The BFA in Dance will help individuals reason effectively through courses in Technology and Music (e.g. DAN 255 Dance Production and DAN 458 Music for Dancers), which prepare students to use lighting and sound design equipment and software for live performances and electronic presentations.

The proposed BFA in Dance will help individuals communicate clearly and act creatively through courses in Movement Technique (e.g. DANC 285 African II), Improvisation (e.g.

DAN 271 Contact Improvisation), Composition (e.g. DAN 352 Dance Composition 2), Performance (DAN 408 Work, Rehearsal & Performance), and Teaching (e.g. DAN 491 Teaching Dance), which require multiple modes of communication, adaptability, complex problem solving, collaboration, and creativity.

The proposed BFA in Dance helps individuals live ethically through Performance Ensemble requirements such as DAN 436 Dema African Performance and DAN 482 Repertory Company that provide opportunities to engage in community service and outreach to inner-city youth in public schools, after school programs, and private studios across Oregon.

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.

The proposed BFA in Dance will contribute to meeting UO and statewide goals for student access and diversity by offering an inclusive curriculum that requires equal study in Eurocentric dance forms and those of the African diaspora.

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

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

The proposed BFA in Dance will meet statewide goals of educational attainment, responsibility to environmental challenges, and the civic demands of citizenship by providing the only such degree in the state of Oregon and one of only a limited few BFA degrees in the U.S. that offers an inclusive curriculum. This affords equal access to lower-income and non-white students, which inherently expands the diversity of the program to include other marginalized groups.

With the proposed BFA in Dance it will be possible for students to enter the program with creativity and a talent for movement, but as beginners in formal dance training and successfully graduate in four years with marketable professional dance skills such as Teaching, Performing, and Choreographing, as well as corollary fields such as Technical Production and Arts Administration.

3. Accreditation

The program will seek accreditation with the National Association of Schools of Dance (NASD). The curriculum has been designed to align with NASD standards.

Approval of the proposed BFA in Dance is the first step in the process of accreditation by NASD. There was a site visit from an NASD Consultant during the Spring 2018 to orient the Dance department to the application process. If the proposed BFA in Dance is approved to launch Fall 2021, the Dance department would apply for NASD accreditation Spring 2023.

4. Need

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

The target enrollment for the BFA in Dance is 10 students per class or 40 total BFA majors in a given year.

Year 1	Year 2	Year 3	Year 4	Year 5
10	20	30	40	43

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

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	0	10	20

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

Students pursuing the BFA in Dance will be a mix of resident, nonresident, and international full-time traditional students.

d. Evidence of market demand.

The Dance department currently averages 10-15 BA/BS Dance majors per class, which means that it can anticipate doubling its numbers of majors between the two degree plans.

Based on annual inquiries from prospective students, especially students from Oregon, indicating they prefer to pursue a professional degree such as the BFA, the Dance Department is confident it can meet the projections above, and retain more Oregon students.

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?

Graduates with a BFA in Dance will be prepared to enter the job market with skills directly related to professional dance i.e. Performing, Choreographing, Directing, Teaching, Technical Production, Arts Management, Non-profit Organizations, and Health/Wellness fields.

BFA in Dance graduates will also be prepared to pursue MFA degrees.

BFA in Dance majors will acquire transferable skills to any profession prizing leadership, creativity, adaptability, collaboration, and self-discipline.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

Principle Learning Outcome (Concept or Skill)	Part of curriculum where this is introduced	Part of curriculum where this is developed	How students demonstrate mastery
Proficient in diverse dance techniques.	Lower-division dance Technique courses e.g. DANC 170, DANC 270, DANC 172, DANC 272, DANC 175, DANC 275, DANC 185, and DANC 285	Upper-division dance Technique courses e.g. DAN 394, DAN 494, DANC 372, and DANC 375.	Ability to recreate, repeat, and retain class exercises in diverse dance forms. Ability to integrate technical principles of proper alignment, body placement, joint articulation with artistic themes of musicality, dynamics and style.
Perform diverse dance forms at a professional level.	Performance courses e.g. DAN 408.	Performance ensemble and repertory courses e.g. DAN 436, DAN 480, DAN 481, and DAN 480.	Ability to perform diverse dance repertory and original choreography in professional dance venues.
Compose original works of choreography for public presentation.	Lower-division Creative Practice courses e.g. DANC 171 and DANC 172.	Upper-division Creative Practice courses e.g. DAN 351, DAN 352, DAN 452, DAN 410 (elective), and DAN 412.	Produce original choreography in live and digital public performances.
Understand dance historically and culturally from a global perspective.	Lower-division Theory courses in History and Culture e.g. DAN 241 and DAN 251.	Upper-division Theory courses in History and Culture e.g. DAN 301, DAN 453 and DAN 454.	Ability to articulate an understanding of the historical and cultural context of dance throughout the world through creative projects, verbal presentation and written papers and examinations.
Understand the body's form, function, and connection to the mind.	Lower-division Theory courses in Science and Somatics e.g. DAN 256 and DAN 260.	Upper-division Theory courses in Science and Somatics e.g. DAN 360.	Ability to identify specific anatomy and physiology, how those systems relate to human psychology and articulate how that relationship informs dance through creative projects, verbal presentations and

Principle Learning Outcome (Concept or Skill)	Part of curriculum where this is introduced	Part of curriculum where this is developed	How students demonstrate mastery
			written papers and examinations.
Musicality and rhythmic acuity.	Lower-division Theory courses in Music e.g. DAN 252 and dance Technique (listed above).	Upper-division Theory courses in Music e.g. DAN 458 and dance Technique (listed above).	Ability to embody diverse rhythmic patterns, identify diverse musical genres and composers, design original scores, through creative projects, written papers and examinations, and verbal presentations.
Produce live dance performance.	Lower-division Theory course in dance Production e.g. DAN 255.	Upper-division Theory course in dance Production e.g. DAN 355.	Collaborate with choreographers to create original lighting designs and perform all technical and manual backstage functions of 2 live dance concerts.
Entrepreneurship	Freshman Seminar course DAN 125.	Senior Seminar course DAN 425.	Career planning, resume and website development, video work samples, research dance communities with professional opportunities, and complete actual applications for arts grants and dance-related positions.

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

The Dance department will use a combination of Student Experience Surveys (our version of student “course evaluations”), assessment of student work and performances, student exit interviews, student job placement data, and graduate school admittance, to assess and improve the curriculum.

The program will follow NASD guidelines for assessing learning outcomes in accordance with their standards.

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

Dance research faculty are expected to publish their research through live performances, choreographic/music compositional presentations, written publications, conference

presentations or other invited speaking/teaching engagements. Additional indicators of success include; awards, grants, commissions, and invited residencies.

6. Program Integration and Collaboration

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

No public institutions in the state of Oregon currently offer a BFA in Dance.

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.

Not applicable.

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.

Not applicable.

**University of Oregon
Proposed BFA in Dance**

a. A brief description of the anticipated program

The UO Dance Department proposes a new Bachelor of Fine Arts (BFA) in Dance in order to; 1) offer the only BFA in Dance in the state of Oregon, thereby reducing the drain of creative talent leaving the state each year¹, 2) meet the needs of students of diverse backgrounds, 3) increase enrollments by offering a full 4-year Dance degree², 4) meet accreditation standards for the National Association of Schools of Dance (NASD).

The proposed BFA in Dance requires no additional resources in faculty FTE, space, staff or funding. It meets the minimum requirements for a BFA by both UO and NASD standards. This degree plan will better accommodate students pursuing the existing BA/BS major³, Dance minor, and Dance Teaching Certificate programs by allowing greater flexibility in meeting their Dance requirements with those of their alternate majors within 4 years.

b. Program location and modality (face to face, online, and/or hybrid)

The BFA in Dance will be offered on the main UO Campus in Eugene in a face-to-face format.

c. Anticipated start date

Fall 2021

d. Anticipated enrollment, at launch and goals for 5 and 10 years out

BFA in Dance Majors

2021 = 15

2022 = 30

2023 = 45

2024 = 60

2025 = 60 etc.

We will accept 15 new BFA in Dance majors per year by audition. We anticipate 60 total BFA Dance majors per year by 2024 and going forward from there.

Our goal is to have a 100% increase in total enrollments between BFA and BA/BS Dance majors by 2030, which would be a 120 combined Dance major total.

e. An abbreviated description of how the program contributes to addressing statewide needs and goals and aligns with the university's mission and strategic plan.

Building on the legacy of UO Dance faculty, Martha Hill, and her student, Bessie Schonberg, who first

¹ Our neighboring western states including; California, Washington, Montana, Nevada, Wyoming, Arizona and Utah offer BFA degrees in Dance.

² The current BA/BS in Dance at UO is a 2-year program (75 credits) requiring mostly upper-division (300-400 level) coursework designed to accommodate students pursuing a second major within 4 years.

³ Because BA/BS Dance majors are typically splitting their time with a second area of study, Dance course offerings can be erratic due to unpredictable enrollments. A 4-year BFA degree with a student population fully dedicated to Dance will ensure that all Dance courses will be offered on a regular basis.

introduced Modern Dance to universities across the United States nearly a century ago, the proposed BFA in Dance degree will pioneer a new approach to inclusive dance education. This will be the only BFA in Dance offered in the state of Oregon⁴ and one of only a limited few BFA degrees in the U.S. that requires equal study in dances of the African diaspora, such as Hip-hop and Jazz, and Euro-centric forms such as Contemporary and Ballet. This will afford equal access to lower-income and non-white students, which inherently expands the diversity of the program to include other marginalized groups.

With this degree plan it will be possible for students to enter the UO Dance program as creative and talented movers from all backgrounds and successfully graduate in four years with marketable professional dance skills such as Teaching, Performing, and Choreographing, as well as corollary fields such as Technical Production and Arts Administration.

The BFA in Dance degree will correlate with the four main methods of inquiry guiding undergraduate/general education at the university: critical thinking, creative thinking, communication, and ethical reasoning. It will help individuals question critically through theory courses in History and Culture (e.g. DAN 454 Contemporary Issues in Dance), which offer students insight into body-politics intrinsic to the art of dance, specifically; race, gender, age, ability and power. This degree will also help students think logically through courses in Movement Science (e.g. DAN 260 Anatomy of Human Movement), which instill a deep understanding of the body's form and function in order to empower optimal performance while preventing injuries. The BFA in Dance will help individuals reason effectively through courses in Technology and Music (e.g. DAN 255 Dance Production and DAN 458 Music for Dancers), which prepare students to use lighting and sound design equipment and software for live performances and electronic presentations.

The proposed BFA in Dance will help individuals communicate clearly and act creatively through courses in Movement Technique (e.g. DANC 285 African 2), Improvisation (e.g. DANC 271 Contact Improvisation), Composition (e.g. DAN 352 Dance Composition 2), Performance (DAN 408 Work, Rehearsal & Performance), and Teaching (e.g. DAN 491 Teaching Dance), which require multiple modes of communication, adaptability, complex problem solving, collaboration, and creativity.

The proposed BFA in Dance helps individuals live ethically through Performance Ensemble requirements such as DAN 436 Dema African Performance and DAN 482 Repertory Company that provide opportunities to engage in community service and outreach to inner-city youth in public schools, after school programs, and private studios across Oregon.

⁴ Western Oregon University offers a BA in Dance and Portland State University offers a Minor in Dance and a Dance Certificate as a postbaccalaureate program.

Institution: University of Oregon
Program: Bachelor of Fine Arts in Dance

Action: At the **January 19, 2021** meeting, the Statewide Provosts Council approved a new program for **University of Oregon, Bachelor of Fine Arts in Dance** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **University of Oregon** Board of Trustees approved the **Bachelor of Fine Arts in Dance** program at its **December 4, 2020** meeting.

Eastern Oregon University

Sarah Witte, provost

Approved
 Opposed
 Abstained



Oregon Health & Science University

Elena Andresen, interim provost

Approved
 Opposed
 Abstained



Oregon State University

Ed Feser, provost

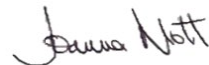
Approved
 Opposed
 Abstained



Oregon Tech

Joanna Mott, provost

Approved
 Opposed
 Abstained



Portland State University

Susan Jeffords, provost

Approved
 Opposed
 Abstained



Southern Oregon University

Susan Walsh, provost

Approved
 Opposed
 Abstained



University of Oregon

Patrick Phillips, provost

Approved
 Opposed
 Abstained



Western Oregon University

Rob Winningham, provost

Approved
 Opposed
 Abstained

