NOTICE OF PUBLIC MEETING

The Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon will hold a meeting on the date and at the location set forth below. Subjects of the meeting will include: a discussion with university Rhodes scholar finalists, a report from the Provost; an overview of the UO College of Education; a report on artificial intelligence and teaching; an overview of student mental health initiatives; a review of the program approval process; and the review of a new program in educational leadership.

The meeting will occur as follows:

**Monday, December 4 at 1:00 p.m. Pacific Time**
Ford Alumni Center, Giustina Ballroom

The meeting will be webcast, with a link available at [https://trustees.uoregon.edu/meetings](https://trustees.uoregon.edu/meetings).

Sign language for the deaf or hard of hearing should be requested at least 48 hours in advance of the posted meeting time by contacting Jennifer LaBelle at (541) 346-3166 or emailing trustees@uoregon.edu. Please specify the sign language preference.
Convene
   - Call to order, roll call

1. **Rhodes Scholar Finalists Discussion.** Nayantara Arora; Colleen Uzoekwe; Lucy Roberts.

2. **Provost’s Report.** Janet Woodruff-Borden, Acting Provost and Executive Vice President.

3. **School/College in Focus: College of Education.** Laura Lee McIntyre, Dean, College of Education; Kent McIntosh, Professor of Special Education.

4. **Artificial Intelligence and the Classroom.** Lee Rumbarger, Associate Vice Provost for Teaching Engagement; Ramon Alvorado, Assistant Professor of Philosophy and Data Science; Rebekah Hanley, Clinical Professor of Law; Jason Schreiner, Associate Director, UO Teaching Engagement Program.

5. **Student Mental Health Initiatives.** Debra Beck, Associate Vice President and Executive Director of University Health Services.

6. **Program Approval Overview.** Janet Woodruff-Borden, Acting Provost and Executive Vice President; Ron Bramhall, Associate Vice Provost for Academic Affairs; Austin Hocker, Assistant Vice Provost for Data and Decision Support.

7. **Program Approval: Education Specialist Degree.** Sylvia Thompson, Associate Dean for Academic Affairs, College of Education; Julie Alonzo, Research Associate Professor; Krista Parent, Deputy Executive Director for the Coalition of Oregon School Administrators.

Meeting Adjourns
Agenda Item #1

Rhodes Scholar Finalists Discussion

THERE ARE NO MATERIALS FOR THIS AGENDA ITEM
Agenda Item #2

Provost’s Report

THERE ARE NO MATERIALS FOR THIS AGENDA ITEM
Agenda Item #3

College of Education Overview
College of Education
Laura Lee McIntyre, Dean & Castle-McIntosh-Knight Professor

Presentation to UO Board of Trustees

December 4th, 2023

UNIVERSITY OF OREGON

College of Education
Where research drives change.
Our Mission

The College of Education at the University of Oregon is a community of leading researchers and practitioners dedicated to transformational scholarship, integrated teaching, and collaborative practice designed to enhance individual lives and systems within a culture that values diversity and promotes respect and inclusion.

COE is the highest-ranked academic unit at UO, due largely to a decades-long record of national and international research.

Our research culture is unique and highly influential because we have a long tradition of translating research into effective models, methods, and measures that improve lives.

- At present we have 43 commercial education products on the market.
- Over 27,000 schools use the COE’s PBIS intervention and support applications.
- 1 in 10 U.S. students use a COE product.
Our Current Priorities

- **Climate, Diversity, Equity, and Inclusion:** Working with faculty, staff, and students to generate an authentic sense of belonging in each individual’s experience in the COE.

- **Research and Academic Excellence:** Reinvigoration and the articulation of the role of research and innovation in our college’s academic excellence.

- **Community Partnerships:** Investing and strengthening partnerships and generating reciprocal relationships.
College of Education at a Glance

By the Numbers
293 faculty (48 TTF)
156 staff
1267 students
47 pro-tem faculty

16 Academic Programs
3 UG programs
13 graduate programs

11 Research & Outreach Units
Focus areas:
- Prevention science
- Special education
- STEM education
- Literacy, math

Who we train
- Teachers
  - Teachers with Indigenous awareness and training
  - Teachers of English as a second language
  - General education teachers
  - Special education teachers
- K-12 administrators
- School psychologists
- Counseling psychologists
- Couple and family therapists
- Speech language pathologists
- Prevention scientists
- Education methodologists and statisticians
- Educational policy-makers in state and federal agencies and NGOs
HEDCO Institute for Evidence-Based Educational Practice

- Strengthening connections between research and practice in K-12 education
- Using the latest tools and methods to conduct rigorous evidence syntheses that meet the rapid decision-making needs of education leaders, the HEDCO Institute translates the findings from existing research, providing education leaders with trustworthy information to support the implementation of evidence-based practices, and promoting healthy students and schools.

HEDCO Clinic

The HEDCO Clinic is a state-of-the-art university training facility that serves Eugene, Springfield, and the broader Oregon community across all ages and a variety of needs.

- Speech, Language, and Hearing
- Center for Healthy Relationships
- Comprehensive Diagnostic Assessment
- Child and Family Center
- Counseling Psychology
- Sibling Support
Current Themes in Education, Teacher Preparation, and Human Services

- K-12 Funding
- Teacher Staffing
- Workforce Development for HS students
- Early Learning
- Academic Supports
- Physical and Mental Health
- Postsecondary Affordability
- Literacy Education
- Lingering Effects of COVID
- Technology and Safety
- Full Day Schooling for Students with Disabilities
- Crisis Response
- Cultural Competence and Responsiveness
- Disaster preparedness

Discussion of COE Alignment with Key State/National Issues

**UO COE Alignment with Current Issues**
- Literacy and math education
- Lingering COVID effects
- Early learning
- Technology and online student safety
- Workforce shortages
- Mental health of teachers and students
- Cultural competence
- School to prison pipeline

**Key Areas for Continued Investment**
- Early literacy
- Teacher preparation
- Workforce development – diversifying professionals
- Mental health and behavioral health
- Prevention science and implementation
- Portland expansion and Ballmer Institute collaboration
A Schoolwide Intervention to Increase Racial Equity in School Discipline

Kent McIntosh
University of Oregon

Welcome! Get Started with PBIS.

FEATURED RESOURCES
Statistically Significant Outcomes of PBIS

https://www.pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice

**Reduced**

Use of exclusionary discipline
(Bradshaw et al., 2010, 2021; Elrod et al., 2022; Flannery et al., 2014; Freeman et al., 2015; Gage et al., 2018; Grasley-Boy et al., 2022; Horner et al., 2005; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)

Racial inequities in discipline
(Fox et al., 2021; Gion et al., 2022; McIntosh et al., 2018; McIntosh et al., 2021a; McIntosh et al., 2021b; Muldrew & Miller, 2021; Payne-Simmons, 2021; Swain-Bradway et al., 2019)

Bullying and exclusion
(Waasdorp et al., 2012)

Teacher burnout and stress
(Keim & McIntosh, 2012; Ross & Horner, 2006; Ross et al., 2012)

**Improved**

Prosocial behavior
(Metzler, Biglan, Rusby, & Sprague, 2001; Nelson et al., 2002)

Emotional regulation
(Bradshaw et al., 2012)

Academic achievement
(Angus & Nelson, 2021; Horner et al., 2009; Lassen, Steele, & Sailer, 2006; Nelson et al., 2002)

Teacher-student relationships
(Condliffe et al., 2022)

School climate and school safety
(Elrod et al., 2022; Horner et al., 2009; Kubiszewski et al., 2023; McIntosh et al., 2021)

Organizational health
(Bradshaw et al., 2008)

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Disproportionality in School Discipline

Out of School Suspension Risk Index
2017-18 US Schools (n = 97,632)
What is ReACT?

- A schoolwide intervention that works as **part of PBIS**
  to use school discipline data to:
  - Identify which student groups PBIS is currently working and
    not working for
  - Implement the specific strategies that are most likely to
    make PBIS work for every student group
Does ReACT work?

- Perceived as effective and easy to implement by educators across the US
  (Bastable, Meng, Falcon, & McIntosh, 2023)
- Increases equity in student-teacher interactions
  (Gion, McIntosh, & Falcon, 2022)
- Increases equity in school discipline
  (McIntosh et al., 2018; McIntosh et al., 2021a; McIntosh et al., 2021b)
ReACT Randomized Controlled Trial
(McIntosh et al., 2021)

ODR Risk Index: Black Students

- Baseline Year: 32% (Treatment), 27% (Waitlist)

ODR Risk Index: Non-Black Students

- Baseline Year: 9% (Treatment), 11% (Waitlist)
Next Steps

• **ReACT Initial Efficacy**
  - 5-year project, with 34 MI elementary schools randomly assigned to get ReACT in one of two years
  - Funded by the Department of Education’s Institute of Education Sciences (IES)

• **Aim**
  - Test the effects of ReACT on racial equity in:
    - School discipline
    - Student achievement
    - School climate

Contact Information

- Kent McIntosh
  Special Education Program
  University of Oregon
  kentm@uoregon.edu
  @kentmc

Support for this work:
NCER (R305A230399)
Agenda Item #4

Artificial Intelligence in the Classroom
Teaching and Generative Artificial Intelligence

Ramón Alvarado, Assistant Professor of Philosophy & Data Science
Rebekah Hanley, Clinical Professor of Law
Lee Rumbarger, Associate Vice Provost for Teaching Engagement
Jason Schreiner, Associate Director, UO Teaching Engagement Program
Artificial Intelligence Resource Guide

Generative artificial intelligence (GenAI) generates content based on prompts provided by users. The wide availability of GenAI systems and the ease and speed with which they can generate content raise important considerations for teaching and learning in higher ed. This resource provides instructors with suggestions and options for how to address AI use in their courses, plus links to additional resources.

Open Resource Guide

Teaching and Artificial Intelligence Systems: Insights and Strategies

Thursday, May 11, 2023 1-2:30pm

Teaching and GenAI: A Discussion for Faculty & GE Instructors

Thursday, November 16, 2023 11am-12:30pm
"I’m experimenting with a 'turning point' writing assignment every two weeks that encourages metacognition and rewards paying attention to class discussions and reflecting on one’s personal experience."

KATE MONDLOCH
Professor of Art History, College of Design & Clark Honors College

“As I was redesigning our introductory philosophy course, I wanted to respond to concerns about the role of AI for students writing essays. I decided to use oral exams to replace essays. The exams not only provide a different way for students to work with philosophical materials, but it also gives each student in a 300-student class a chance to talk about philosophy one-on-one with a GE who knows the discipline to answer questions and to ask them. This is, after all, what philosophy is all about.”

SCOTT PRATT
Professor of Philosophy
We’ve been worried about technology for a long time!

- Writing (2000-5000 years)
- Books (1000 years)
- The press (300 years)
- Internet (30 years)
- Search Engines (20 years)
- Deep Neural Networks (10 years)
What exactly is AI?

I usually like to point to a tiny footnote from the late 60’s from one of the pioneers of AI (Herbert Simon):

2. I shall disclaim responsibility for this particular choice of terms. The phrase “artificial intelligence,” which led me to it, was coined, I think, right on the Charles River, at MIT. Our own research group at Rand and Carnegie Mellon University have preferred phrases like “complex information processing” and “simulation of cognitive processes.” But then we run into new terminological difficulties, for the dictionary also says that “to simulate” means “to assume or have the mere appearance or form of, without the reality; imitate; counterfeit; pretend.” At any rate, “artificial intelligence” seems to be here to stay, and it may prove easier to cleanse the phrase than to dispense with it. In time it will become sufficiently idiomatic that it will no longer be the target of cheap rhetoric.
Task

Is this a Husky or a Wolf?

95% Wolf
5% Dog

(a) Husky classified as wolf
(b) Explanation

11
REBEKAH HANLEY
Clinical Professor of Law

Expert in legal writing & how AI is re-shaping the teaching and practice of law.
Teaching and Generative Artificial Intelligence – Supplemental Reading

Ramón Alvarado, Assistant Professor of Philosophy & Data Science
Rebekah Hanley, Clinical Professor of Law
Lee Rumbarger, Associate Vice Provost for Teaching Engagement
Jason Schreiner, Associate Director, UO Teaching Engagement Program

In preparation for our December 4 presentation, we welcome you to click through the Teaching and Artificial Intelligence Resource Guide at the Teaching Support and Innovation website.
PAGE LEFT BLANK INTENTIONALLY
Agenda Item #5

Student Mental Health Initiatives
University Health Services
Mental Health Initiatives
2023

Debra Beck
Associate Vice President, SSEM and
Executive Director, UHS

UHS Mission:

UHS Staff collaborates with each other and with the UO community to create an environment that meets people as they are, where they are, and how they are, and helps individual become their best selves.
University Health Services
Duck Health History Form
Self-Reported Mental Health Indicators

<table>
<thead>
<tr>
<th>Mental Health Indicators</th>
<th>Number of answers per indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2020-2021</td>
</tr>
<tr>
<td>Anxiety</td>
<td>1,986</td>
</tr>
<tr>
<td>Bipolar Illness</td>
<td>83</td>
</tr>
<tr>
<td>Depression</td>
<td>1,413</td>
</tr>
<tr>
<td>Eating Disorder</td>
<td>293</td>
</tr>
<tr>
<td>Hospitalization for Psychiatric Disorder</td>
<td>105</td>
</tr>
<tr>
<td>Have not had a MH issue</td>
<td>3,550</td>
</tr>
<tr>
<td>Other MH Issue</td>
<td>156</td>
</tr>
<tr>
<td>Panic Disorder</td>
<td>284</td>
</tr>
<tr>
<td>Personality Disorder</td>
<td>23</td>
</tr>
<tr>
<td>Schizophrenia</td>
<td>4</td>
</tr>
<tr>
<td>Substance Abuse (other than alcohol)</td>
<td>54</td>
</tr>
<tr>
<td>Suicide Attempt</td>
<td>168</td>
</tr>
<tr>
<td>Number of Unique Students</td>
<td>5,770</td>
</tr>
</tbody>
</table>

One study tracked 1,000 primary care patients over three years and found that 85% of their most common complaints could not be traced to any organic etiology (Kroenke & Mangelsdorff, 1989).

Oft-cited statistic in the US: 75% of visits to Primary Care include mental health/behavioral health component

National Data

According to the American College Health Association:
Around 70% of college students have overwhelming anxiety
Around 40% experienced moderate or severe psychological distress
25% had depression symptoms that affected their academic performance
Students Finding Their Way

Process Improvement Goals:
1. One door access
2. Every student is helped at the time they perceive the need
3. Warm handoffs to the right place at the right time

3 MH Initiatives 2022-2023

1. Develop integrated systems between Counseling Services and Psychiatry Services
2. Develop Primary Care Behavioral Health Consultant (BHC)
3. Create Mental Health Access Team (MHAT)
Integrated Systems

- Co-located counseling and psychiatry services
- Shared electronic medical record
- Shared patient service representatives
- Shared policies and procedures

Behavioral Health Consultant

Imbedded in Primary Care

- G is for Generalist
- A is for Accessible
- T is for Team-based
- H is for High Productivity
- E is for Educator
- R is for Routine


Mental Health Access Team

All drop-in, no appointment needed

Services Provided:

- Triage
- Acute Care
- Crisis Management
- Intake

Staffing model:

- Case Manager 1
- Mental Health Professional 3
- Psychiatric Nurse Practitioner 1
- Patient Services Representative 1
Students drop-in at the time they perceive they need help
A mental health professional meets with them and creates a plan for their specific need
Appointments are made with the right provider, in the correct service, and at a time that works for the situation and student

Questions?

Thank you!

uhs.uoregon.edu
Agenda Item #6

Program Approval Overview
New Undergraduate Academic Programs

New Degree Programs Approval Process

- Preproposal – overlap and collaboration
- Demand analysis
- Financial Analysis

- Curriculum and Faculty
- Student Support
- Academic Policy

- Due diligence
- University mission and priorities

- Due diligence – overlap and collaboration
- Statewide priorities
- Demand potential

- Ultimate state approval authority
- Follows Provosts Council lead

- Ultimate federal approval authority
- Accreditation standards
## Student headcount in new undergraduate majors

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Active Year</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
<th>Fall 2022</th>
<th>Fall 2023</th>
<th>% declaring as first major*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spatial Data Science and Technology</td>
<td>2017</td>
<td>47</td>
<td>61</td>
<td>56</td>
<td>49</td>
<td>43</td>
<td>21%</td>
</tr>
<tr>
<td>Data Science</td>
<td>2020</td>
<td>12</td>
<td>74</td>
<td>120</td>
<td>218</td>
<td></td>
<td>51%</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>2020</td>
<td>19</td>
<td>171</td>
<td>261</td>
<td>314</td>
<td></td>
<td>58%</td>
</tr>
<tr>
<td>Dance (BFA)</td>
<td>2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Native American and Indigenous Studies</td>
<td>2022</td>
<td>6</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td>44%</td>
</tr>
<tr>
<td>Child Behavioral Health</td>
<td>2023</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28</td>
<td>54%</td>
</tr>
<tr>
<td>Cybersecurity</td>
<td>2023</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Environmental Design</td>
<td>2023</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21</td>
<td>38%</td>
</tr>
<tr>
<td>Popular Music</td>
<td>2023</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>57%</td>
</tr>
</tbody>
</table>

* % of undergraduate majors declaring as first major or switching from Exploring.

Fall 2023 data as of October.
Undergraduate Program Approval Process

Revision to existing Program
Proposal for revised program submitted to Courseleaf
Registrar and Office of the Provost Initial Review
Dean or designee approval to move forward
Department Approval
School/college curriculum committee approval
Dean or designee approval
Minor Change
Undergraduate Council

New Program (degree, major, specialization, certificate, location change, online program)
Proposal for new program submitted to CourseLeaf
Registrar and Office of the Provost Initial Review
Dean or designee approval to move forward
New degree, major, online degree or location change
Department Approval
School/college curriculum committee approval
Dean or designee approval
Undergraduate Council approval

Provost Approval
Senate approval
Board approval
Statewide Provost Council approval
HECC approval
NWCCU approval
New Degrees/Majors - complete Preproposal Form and submit to Dean prior to entering in CourseLeaf
Dean's Council Discussion
If approved to move forward
New specialization or certificate
Department Approval
School/college curriculum committee
Dean or designee approval
Undergraduate Council

Effective date no sooner than the next Fall term

Office of the Provost - July 2021
Data below on new programs in the past 10 years: 10 at the undergraduate level and 25 (different disciplines) at the graduate level. Four of these graduate programs are new online programs. In the same time period, programs in 4 areas, with a combination of BA/BS or MA/MS, stopped admitting students.

New Undergraduate Programs

<table>
<thead>
<tr>
<th>Code</th>
<th>Student Type</th>
<th>Degree Type</th>
<th>Program Name</th>
<th>Active Term</th>
<th># of Students Declared Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBH</td>
<td>undergraduate</td>
<td>B.A., B.S.</td>
<td>Child Behavioral Health</td>
<td>Fall 2023</td>
<td>0</td>
</tr>
<tr>
<td>CYBR</td>
<td>undergraduate</td>
<td>B.S.</td>
<td>Cybersecurity</td>
<td>Fall 2023</td>
<td>0</td>
</tr>
<tr>
<td>DABF</td>
<td>undergraduate</td>
<td>B.F.A.</td>
<td>Dance</td>
<td>Fall 2021</td>
<td>17</td>
</tr>
<tr>
<td>DSCI</td>
<td>undergraduate</td>
<td>B.A., B.S.</td>
<td>Data Science</td>
<td>Fall 2020</td>
<td>292</td>
</tr>
<tr>
<td>ENVD</td>
<td>undergraduate</td>
<td>B.A., B.S.</td>
<td>Environmental Design</td>
<td>Fall 2023</td>
<td>0</td>
</tr>
<tr>
<td>MUED</td>
<td>undergraduate</td>
<td>B.M.M.E.</td>
<td>Music Education</td>
<td>Fall 2014</td>
<td>237</td>
</tr>
<tr>
<td>NAIS</td>
<td>undergraduate</td>
<td>B.A., B.S.</td>
<td>Native American and Indigenous Studies</td>
<td>Fall 2022</td>
<td>16</td>
</tr>
<tr>
<td>NEUR</td>
<td>undergraduate</td>
<td>B.A., B.S.</td>
<td>Neuroscience</td>
<td>Fall 2020</td>
<td>569</td>
</tr>
<tr>
<td>POPM</td>
<td>undergraduate</td>
<td>B.A., B.S.</td>
<td>Popular Music</td>
<td>Fall 2023</td>
<td>0</td>
</tr>
<tr>
<td>SDSC</td>
<td>undergraduate</td>
<td>B.A., B.S.</td>
<td>Spatial Data Science and Technology</td>
<td>Fall 2017</td>
<td>196</td>
</tr>
</tbody>
</table>

New Graduate Programs

<table>
<thead>
<tr>
<th>Code</th>
<th>Student Type</th>
<th>Degree Type</th>
<th>Program Name</th>
<th>Active Term</th>
<th># of Students Declared Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABAO</td>
<td>graduate</td>
<td>M.S.</td>
<td>Applied Behavior Analysis</td>
<td>Fall 2022</td>
<td>21</td>
</tr>
<tr>
<td>ADBR</td>
<td>graduate</td>
<td>M.A.</td>
<td>Advertising and Brand Responsibility</td>
<td>Fall 2017</td>
<td>142</td>
</tr>
<tr>
<td>ALAW</td>
<td>graduate</td>
<td>LL.M.</td>
<td>American Law</td>
<td>Fall 2014</td>
<td>48</td>
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<tr>
<td>BIEN</td>
<td>graduate</td>
<td>M.S.,Ph.D.</td>
<td>Bioengineering</td>
<td>Winter 2020</td>
<td>34</td>
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<tr>
<td>BIKC</td>
<td>graduate</td>
<td>M.S.</td>
<td>Biology</td>
<td>Summer 2017</td>
<td>174</td>
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<tr>
<td>BLAW</td>
<td>graduate</td>
<td>LL.M.</td>
<td>Business Law</td>
<td>Fall 2014</td>
<td>75</td>
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<tr>
<td>C&amp;TU</td>
<td>graduate</td>
<td>M.Ed.</td>
<td>Curriculum and Teaching (UO Teach)</td>
<td>Fall 2021</td>
<td>213</td>
</tr>
<tr>
<td>CDR</td>
<td>graduate</td>
<td>LL.M.</td>
<td>Conflict and Dispute Resolution</td>
<td>Fall 2015</td>
<td>14</td>
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<tr>
<td>CHKC</td>
<td>graduate</td>
<td>M.S.</td>
<td>Chemistry</td>
<td>Summer 2017</td>
<td>203</td>
</tr>
<tr>
<td>DDMP</td>
<td>graduate</td>
<td>Ph.D.</td>
<td>Data-Driven Music Performance and Composition</td>
<td>Fall 2023</td>
<td>3</td>
</tr>
<tr>
<td>Program</td>
<td>Degree(s)</td>
<td>Title</td>
<td>Start Date</td>
<td>Code</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
<td>-------</td>
<td>------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>ENRL</td>
<td>graduate</td>
<td>LL.M.</td>
<td>Environmental and Natural Resources Law</td>
<td>Fall 2014</td>
<td>162</td>
</tr>
<tr>
<td>EPLD</td>
<td>graduate</td>
<td>M.A., M.S.</td>
<td>Education Policy and Leadership</td>
<td>Summer 2021</td>
<td>37</td>
</tr>
<tr>
<td>ETST</td>
<td>graduate</td>
<td>M.A., Ph.D.</td>
<td>Indigenous, Race and Ethnic Studies</td>
<td>Fall 2021</td>
<td>12</td>
</tr>
<tr>
<td>FINS</td>
<td>graduate</td>
<td>M.S.</td>
<td>Finance</td>
<td>Summer 2016</td>
<td>266</td>
</tr>
<tr>
<td>IMCO</td>
<td>graduate</td>
<td>M.S.</td>
<td>Immersive Media Communication</td>
<td>Fall 2023</td>
<td>11</td>
</tr>
<tr>
<td>ITDS</td>
<td>graduate</td>
<td>M.A., M.S.</td>
<td>Interdisciplinary Studies</td>
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Sunsetted/programs no longer enrolling:
- BA/BS Arts Management
- MA/MS Arts Management
- MS Applied Information Management
- MA/MS Journalism: Magazine
Agenda Item #7

Program Approval – Education Specialist Degree
Education Specialist Degree

College of Education

12/04/23

Topics

1. Education Specialist Degree
2. Program Requirements
3. Contribution to UO
4. Contribution to the State
### Education Specialist Degree (Ed.S.)

- The Education Specialist (Ed.S.) is an advanced professional degree in a specialized area of education that is usually completed after receiving a master’s degree.

- The proposed Education Specialist degree in Education Leadership complements the degrees (M.Ed. and D.Ed.) currently offered at UO.

- It fills a gap by providing educational practitioners who are serving in leadership roles in schools a path to leadership roles within district administration (e.g., Director of Special Programs, Director of Special Education, Director of Equity and Inclusion) that can lead to the superintendency.

### Program Requirements

- Students in the program will be primarily Oregon administrators attending school full-time nights and weekends.

- **The UO program will be online to ensure access to working professionals in Oregon and across the country.**
  - 45 credit hours
  - 200 hours of district-level clinical internship
  - 3 years start to finish for most students

- Leading for equity is woven throughout all courses, with specific classes dedicated to this essential skill area.
**Contribution to the College of Education**

- We project enrollment of 20 Educational Leadership Ed.S. students each year.

- The Education Specialist (Ed.S.) degree is ideal for at least two other groups of educational practitioners:
  1. those in the field of school psychology, where a 3-year Ed.S. degree or equivalent is required for entry-level licensure/certification to work in preK-12 public schools
  2. those who want to serve as a K-12 district superintendent (minimum of Ed.S. degree required in some states)

**Contribution to the University of Oregon**

- **The program is anticipated to be funded entirely through tuition dollars.** The Ed.S. is anticipated to contribute approximately $215,000 in annual operating income.

- We will need to hire approximately .60 FTE additional part-time instructors per year to ensure we are able to offer sufficient sections of the courses to meet the needs of the Ed.S. students as well as students enrolled exclusively in our Professional Administrator Licensure program.

- One additional Program Coordinator, whose focus will be on students enrolled in the licensure programs (Principal and Professional Administrator). COSA has a person currently serving in this role at 1.0 FTE, and we have built funding for this position into our budget.

- With our heavy emphasis on online instruction (both asynchronous and synchronous), we anticipate needing some additional IT support.
Oregon has a need for educators who are qualified to be educational leaders. Of Oregon’s 216 superintendents, 159 have been hired in the past 5 years.

Not only has the pipeline to the superintendency been inadequate but the diversity of educators in the pipeline has been slow to change, currently 24% are women and less than 5% leaders of color.

Only one other university in Oregon offers an Ed.S. in Educational Administration.

Questions
The UO seeks approval from the Board of Trustees for an Educational Specialist (Ed.S.) degree in Educational Leadership, offered through the College of Education. The new program would take effect Fall 2024.

Board approval is required before this new program is submitted to the Higher Education Coordinating Commission (HECC).

The below information is provided by the program and the Office of the Provost. All appropriate University committees, the University Senate, and the Provost have approved the proposed program. Detailed information (e.g., associated coursework, exam schedules and degree obtainment progression timelines) as provided to these bodies, and which will be provided to the HECC, is available upon request.

1. **Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.**

   This proposal represents a re-design of UO’s long-standing, very successful program to prepare educators to fill leadership roles within school district administration (e.g., Director of Special Programs, Director of Special Education, Director of Equity and Inclusion) and to lead school districts as superintendents. Our emphasis on evidence-based practice aligns well with the UO’s research mission and signature strengths, and our focus on preparing educational leaders to improve learning outcomes for all students (with a special emphasis on students with disabilities, English learners, and students from backgrounds historically under-represented in post-secondary education) directly addresses the UO’s strategic priorities related to diversity and cultural support of Oregon and its communities.

   UO’s mission is:

   “Serving the state, nation and world since 1876. The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas. As a community of scholars, *we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.*

   Purpose

   We strive for excellence in teaching, research, artistic expression, and the generation, dissemination, preservation, and application of knowledge. We are devoted to educating the whole person, and to *fostering the next generation of transformational leaders and informed participants in the global community.* Through these pursuits, we enhance the social, cultural, physical, and economic well-being of our students, Oregon, the nation, and the world.”

   Several key ideas in the UO mission, in bold font above, align closely with our proposed program’s mission and purpose: to prepare people to be highly effective school leaders who can collaborate with others to improve outcomes for all students and who are committed to teaching, discovery, and service to those in our educational communities. The Ed.S. program in Educational Leadership will prepare compassionate, ethical educators to become transformative leaders committed to justice in America’s schools. This program will build a community of scholars and practitioners who
help their community and schools to question critically, think logically, reason effectively, communicate clearly, and act creatively. Our graduates will be prepared to leverage opportunities as well as improve school performance in their areas of need, as indicated by school data and/or state and district goals/initiatives. It is our expectation that our graduates will represent the values of achievement, equity, good citizenship, and preparedness for future challenges.

2. What evidence of need does the institution have for the program?

Our market analysis using Lightcast labor market data reveals a confluence of trends that demonstrate an ongoing need for licensed educational administrators in Oregon. Graduate level completions in this area at the master’s through doctoral level between 2017-2021 in Oregon were down 44% while job openings in this area between 2018-2022 were up 6.5% for kindergarten through secondary administrators, and 40% for all other education administrators.

State data indicate that of Oregon’s 216 superintendents, 159 have been hired in the past five years. This indicates a high level of turnover and need. Not only is the overall pipeline inadequate, but the current pipeline also reflects a lack of diversity – only 24% of Oregon superintendents are women, and fewer than 5% are leaders of color.

3. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

There is one other Ed.S. program in Oregon that is offered through a private university. Our program differs in two critical ways. First, our program is offered online to facilitate the participation of working professionals throughout the state. Second, through our partnership with the Coalition of Oregon School Administrators (COSA), our students will receive EDLD 607 credits in conjunction with three COSA conferences that focus on topics that are essential to ensuring that the needs of all students are considered. The topics are Special Education Policy and Practices, Oregon School Law and Finance, and Multilingual & English Language Development Policy and Practices. The credits will be offered in partnership with Continuing and Professional Education per the MOU on file.

4. What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?

Angela Burham, Academic Program Coordinator, is a classified UO employee who has supported the Educational Leadership licensure and degree programs for several decades. We anticipate her primary focus will be on students enrolled in the degree programs (M.Ed., Ed.S., and D.Ed.).

We anticipate needing one additional Program Coordinator, whose focus will be on students enrolled in the licensure programs (Principal and Professional Administrator). COSA has a person currently serving in this role at 1.0 FTE, and we have built funding for this position into our budget.

With our heavy emphasis on online instruction (both asynchronous and synchronous), we anticipate needing some additional IT support (such as the support previously provided to the EMPL programs by Adam Pritt).
Resolution: Program Approval – Ed.S. in Educational Leadership

WHEREAS, the University of Oregon (University) benefits from a cross-section of high quality, well-designed academic degree programs;

WHEREAS, the College of Education is dedicated to evidence-based practices that prepare educational leaders to improve learning outcomes for all students;

WHEREAS, the College of Education seeks to redesign its long-standing and successful program to prepare educators to fill leadership roles within school district administrations by creating a new Education Specialist (Ed.S.) degree in Educational Leadership;

WHEREAS, the proposed program will be the only degree of its kind offered by a public university in the State of Oregon and will be offered through partnership with the Coalition of Oregon School Administrators;

WHEREAS, the program has been approved by relevant departments, the College of Education, and relevant academic committees, and the University Senate;

WHEREAS, the Board of Trustees’ approval is required before the program can be considered by the Higher Education Coordinating Commission;

WHEREAS, the Policy on Committees authorizes the Academic and Student Affairs Committee to submit items to the full Board as a seconded motion, recommending passage.

NOW THEREFORE, the Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon hereby refers to the full Board of Trustees of the University of Oregon the approval of the Ed.S. in Educational Leadership as proposed in the associated materials.

Moved:    Seconded: 

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Date:    Initials:  

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