



HIGHER EDUCATION  
COORDINATING  
COMMISSION

## Proposal for a New Academic Program

**Institution: Eastern Oregon University**

**College/School: College of Education**

**Department/Program: Master of Science**

**Proposed Degree and Title: Graduate Certificate for Get Focused Stay Focused Program and Curriculum Specialist**

### 1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number (*contact your Registrar or Institutional Research office for this number*).

EDUCATION

13.0301 Curriculum and Instruction

13.1399 Teacher Education and Professional Development

BASIC SKILLS AND DEVELOPMENT

32.0107 Career Exploration/Awareness Skills;

- 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 Get Focused Stay Focused initiative is designed to provide every high school student with the necessary information and experiences to develop college and career readiness skills and to facilitate the development of an [online 10-year Career & Education Plan](#). Once students complete their online 10-year Plans in 9th grade, targeted classroom-based lessons in 10th, 11th, and 12th grades ensure students stay focused on their goals.

This Certificate initiative is designed to train teachers to use the curriculum and to also become authorized to provide training to other teachers to enable implementation of the Career Choices curriculum and 10-12 Modules.

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



**Graduate Certificate for Get Focused Stay Focused Program and Curriculum Specialist.**

**ED 623 Overview of the Get Focused...Stay Focused!™  
Program model**

The Get Focused...Stay Focused! TM Initiative is a scalable, cost-efficient program that promotes high school graduation, post-secondary completion and successful entry into the workforce. Starting in the freshman year, students develop carefully-considered career path, an informed major or program of study, a post-secondary institution or training program that not only matches their career and life goals but is affordable and a Skills-based Education Plan that facilitates successful entry into a highly competitive workforce. **3 Graduate Credits**

**ED 624 Implementation of Get Focused...Stay Focused! TM Freshman Transition course**

Through the Career Choices and Changes textbook and the online activities, students experience a comprehensive freshman guidance course. Upon completion of the course students will understand the resources and tactics for planning and implementing a standards based, Freshman Transition course: the first step of a GFSF program. **4 Graduate Credits**

**ED 625 Advanced Modules in Get Focused Stay Focused**

Planning and Implementing the Get Focused...Stay Focused!TM Follow-up Modules in the 10th, 11th and 12th grades. **3 Graduate Credits**

**ED 626 My 10-Year-Plan in Get Focused...Stay Focused!TM**

Using My10yearPlan.com, all appropriate stakeholders can quickly access in-depth information, about each students' education and career goals, providing individual guidance easily and efficiently. Educational leaders will learn the strategies and procedures to formalize this process on their campuses. **3 Graduate Credits**

**ED 627 Getting Started with Get Focused Stay Focused: Start Up Strategies for Get Focused...Stay Focused!TM Programs.**

Getting Started Strategies for your GFSF program: Planning, Professional Development, Evaluation and Funding Tactics. **2 Graduate Credits**

- d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).
  - a. This is an online course delivery program
- e. Adequacy and quality of faculty delivering the program.

The four instructors who have been approved have extensive experience with the proposed courses. They have advanced degrees, college level teaching experience, and a desire to see this program launched and be successful.

- f. Faculty resources – full-time, part-time, adjunct.

At this time, the instructors are adjuncts.

- g. Other staff.  
Coordinated by Eastern Promise Director
- h. Facilities, library, and other resources.  
None
- i. Anticipated start date.  
Fall 2015.

## 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.
  - i. Central to EOU’s mission is serving the higher education needs of the region. An Integral part of that is developing a college going culture in the region and build teachers’ skills to deliver appropriate college and career readiness for their students,
- 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.
  - i. By promoting the goal of high school graduation and postsecondary education and training, the eastern Oregon region will benefit by producing a generation of highly motivated and skilled workers with abundant train and educational skills.
- 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;
    - a. As students develop a 10-year-plan they will form goals and establish pathways to a college degree or equivalent training.
  - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
    - a. A highly trained and educated populace will provide diverse contributions to the regional needs in a variety of fields.
  - iii. address civic and cultural demands of citizenship.
    - a. An integral part of the program the teachers develop in this certificate is that students identify who they are, what they want to achieve, and how do they accomplish this. Self awareness and the ability to engage others in the process of building culture and citizenry is a byproduct of this program.

## 3. Accreditation

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

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

#### 4. Need

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.
  - i. Fall 2015 – 5 students. It is planned that an addition 5 students will join each term with an anticipated enrollment each year of 15.
- b. Expected degrees/certificates produced over the next five years.
  - i. In five years 40 certificates will have been achieved. 20 students will go on and achieve a Master of Science degree.
- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).
  - i. Licensed teachers engaged in delivering the Career Choices curriculum to high school students.
- d. Evidence of market demand.
  - i. Throughout the United States, hundreds of teachers are currently engaged in providing the Career Choices curriculum through the Get Focused Stay Focused model. In many situations, local school districts have a need to train teachers to deliver the program. Having a large cadre of professionals trained to do this through this certificate program is critical.
- 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).
  - i. No other public university offers this program.
- 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?
  - i. The certificate candidates are already employed as teachers or administrators in K-14 situations. This will enhance their ability to better fulfill their existing and future roles.

## 5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.
  - i. Expected outcomes are listed in each course syllabus.
- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.
  - i. Course outcomes will be assessed using a variety of methods – including – exams, projects, online discussions, etc.
- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.
  - i. Adjunct faculty have advanced degrees and are not subject to regular faculty scholarly expectations.

## 6. Program Integration and Collaboration

- a. Closely related programs in this or other Oregon colleges and universities.
  - i. None
- 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.
  - i. NA
- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
  - i. NA
- d. Potential impacts on other programs.
  - i. None

## 7. Financial Sustainability (*see Budget Outline form*)

- a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.
  1. The program is connected with the Get Focused Stay Focused initiative and there are several hundred teachers currently involved. From this cadre, teachers will self select to join the certificate program. Since instructors are adjunct and compensation is dependent upon enrollment (per student per credit), there is no long term financial commitment.
- b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.
  - NA
- c. Targeted student/faculty ratio (student FTE divided by faculty FTE).
  - 10 to 1
- d. Resources to be devoted to student recruitment.

- Student recruitment will take place through the Get Focused Stay Focused Initiative and Academic Innovations (through the Focus on Freshman conference).

## **8. 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.

This program is a graduate certificate program, not a degree program.

*Revised 7/14 – hhs*

## Instructions on Budget Outline form

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### 1. Whose viewpoint?

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

### 2. No additional resources needed?

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

### 3. Additional resources needed?

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

# Budget Outline Form: Year 1

## Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Eastern Oregon University

Academic Year: 2015-16

Program: Get Focused Stay Focused Program and Curriculum Specialist Certificate

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)	47,520					
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE	9,504					
Nonrecurring						
<b>Personnel Subtotal</b>						
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>						
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>						



# Budget Outline Form: Year 2

## Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)	47,250					
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE	9,504					
Nonrecurring						
<b>Personnel Subtotal</b>						
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>						
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>						

# Budget Outline Form: Year 3

## Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)	47,520					
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE	9,504					
Nonrecurring						
<b>Personnel Subtotal</b>						
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>						
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>						

# Budget Outline Form: Year 4

## Estimated Costs and Sources of Funds for Proposed Program

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

	<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F</b>
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)	47,520					
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE	9,504					
Nonrecurring						
<b>Personnel Subtotal</b>						
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>						
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>						