



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

June 14, 2018

TO: Southern Oregon University Board of Trustees, Academic and Student Affairs Committee

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Meeting of the Academic and Student Affairs Committee

The Academic and Student Affairs Committee of the Southern Oregon University Board of Trustees will hold a regular committee meeting on the date and at the location set forth below.

Topics of the meeting will include a provost's report offering updates on the Provosts' Council, the committee's dashboard, curriculum, and other general updates. Information and discussion items on the agenda include an academic and student affairs organizational update, presentations on McNair scholars and trauma-informed practices at SOU, and an update on SOU's relationship with the American Association of State Colleges and Universities.

The meeting will occur as follows:

Thursday, June 21, 2018

12:00 p.m. to 3:30 p.m. (or until business concludes)

(Lunch to be provided for the committee and selected staff members.)

Hannon Library, DeBoer Room, 3rd Floor (Room 303)

Meeting materials are available on the board's website: governance.sou.edu.

The Hannon Library is located at 1290 Ashland Street, on the Ashland campus of Southern Oregon University. **If special accommodations are required or to sign-up in advance for public comment, please contact Kathy Park at (541) 552-8055 at least 72 hours in advance.**

Churchill Hall, Room 107 • 1250 Siskiyou Boulevard • Ashland, Oregon 97520-5015

(541)552-8055 • governance.sou.edu • trustees@sou.edu



Board of Trustees
Academic and Student Affairs Committee Meeting
June 21, 2018

Call to Order / Roll / Declaration of a Quorum



**Board of Trustees
Academic and Student Affairs Committee Meeting**

**Thursday, June 21, 2018
12:00 p.m. – 3:30 p.m. (or until business concludes)
DeBoer Room, Hannon Library**

AGENDA

Persons wishing to participate during the public comment period shall sign up at the meeting.
Please note: times are approximate and items may be taken out of order.

- | | | | |
|---------|----------|---|--|
| | 1 | Call to Order/Roll/Declaration of a Quorum | Chair Teresa Sayre |
| | 1.1 | Welcome and Opening Remarks | |
| | 1.2 | Roll and Declaration of a Quorum | Sabrina Prud'homme,
SOU, Board Secretary |
| | 1.3 | Agenda Review | Chair Sayre |
| | 2 | Public Comment | |
| 15 min. | 3 | Provost's Report | Dr. Susan Walsh, SOU,
Provost and Vice
President for Academic
and Student Affairs |
| | 3.1 | Provosts' Council Update | |
| | 3.2 | Committee Dashboard | |
| | 3.3 | Curriculum Update | |
| | 3.4 | General Updates | |
| 5 min. | 4 | Consent Agenda | |
| | 4.1 | Approval of March 15, 2018 Meeting Minutes | Chair Sayre |
| | 5 | Information and Discussion Items | |
| 10 min. | 5.1 | Academic and Student Affairs Organizational Updates | President Linda Schott;
Provost Walsh |

**Board of Trustees
Academic and Student Affairs Committee Meeting**

**Thursday, June 21, 2018
12:00 p.m. – 3:30 p.m. (or until business concludes)
DeBoer Room, Hannon Library**

AGENDA (Continued)

20 min.	5.2	McNair Scholars	Dr. Dee Southard, SOU, McNair Program Director
30 min.	5.3	Trauma-informed Practices at SOU	Chair Sayre; Dr. John King, SOU, Division Director, Education, Health & Leadership
30 min.	5.4	American Association of State Colleges and Universities Update	President Schott; Dr. Jeff Gayton, SOU, University Librarian
5 min.	5.5	Future Meetings	Chair Sayre
	6	Adjournment	Chair Sayre

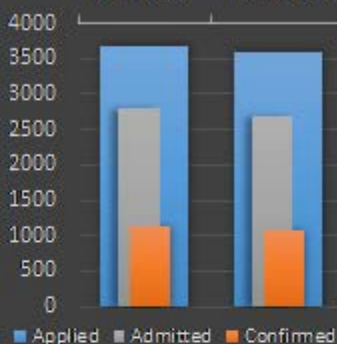
Public Comment

Provost's Report

Admissions Data

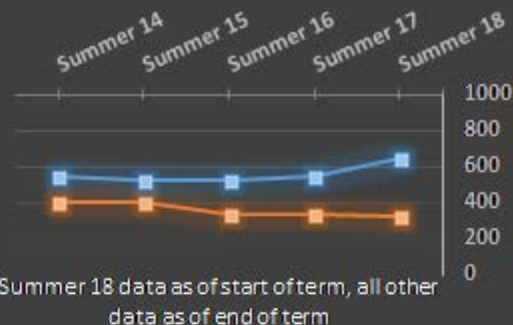
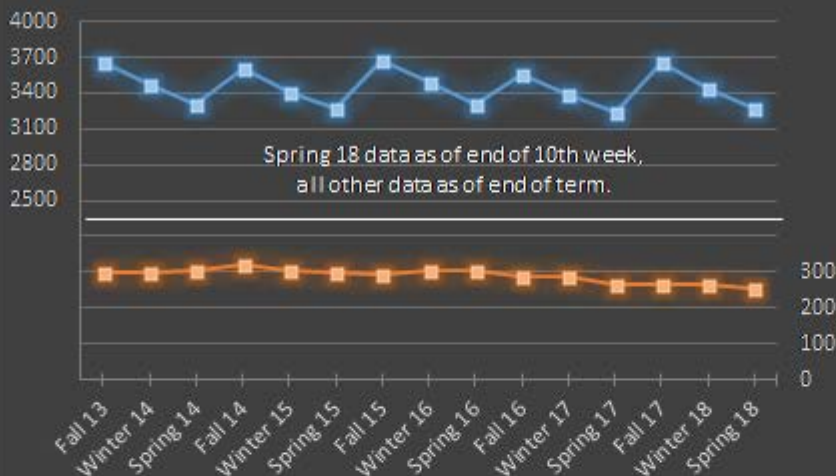
14 weeks before start of term

Fall 2017 Fall 2018



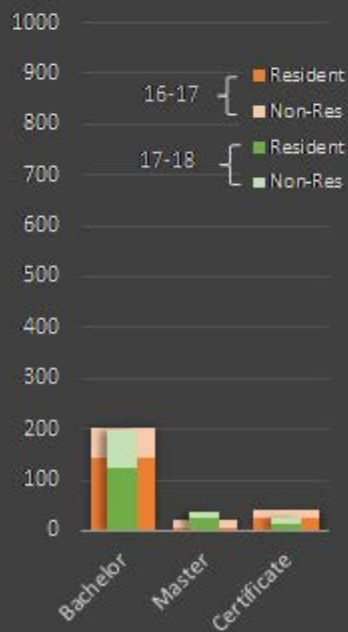
FTE Enrollment Trends

Admitted UG Admitted GR



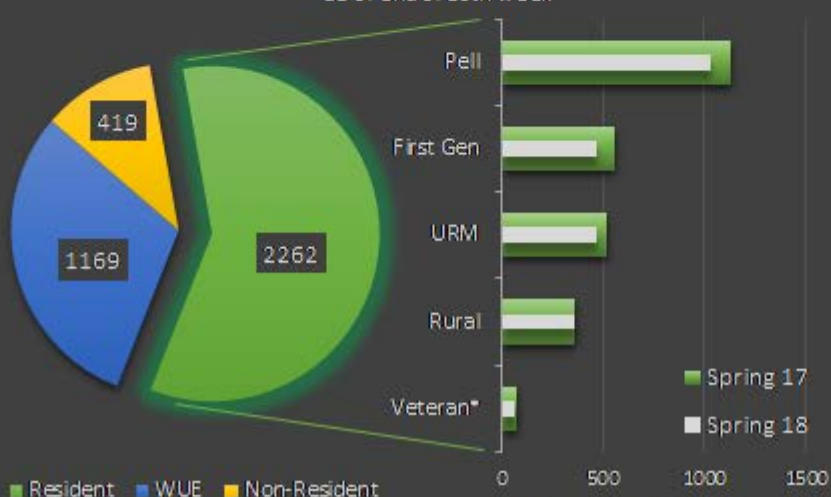
Degrees Awarded

Through May

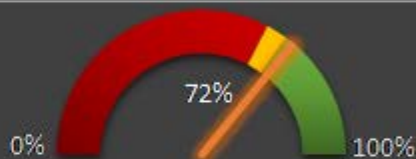


Spring 2018 Admitted UG Students

as of end of 10th week



*as counted in SSCM funding model



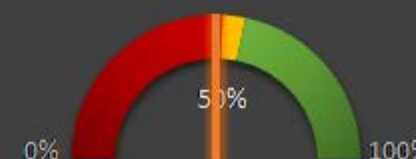
First Year Retention



UG Retention



First Year Grad Rate



Transfer Grad Rate

Data as of: 6/17/2018

Consent Agenda



**Board of Trustees
Academic and Student Affairs Committee Meeting**

**Thursday, March 15, 2018
12:00 p.m. – 2:00 p.m. (or until business concludes)
DeBoer Room, Hannon Library**

MINUTES

Call to Order/Roll/Declaration of a Quorum

In Chair Teresa Sayre's planned absence, Trustee Steve Vincent called the meeting to order at 12:01 p.m.

The following members were present: Les AuCoin, Shanztyn Nihipali, Daniel Santos, Joanna Steinman and Steve Vincent. Trustees Teresa Sayre and Shea Washington were absent. Trustees Bill Thorndike and Linda Schott (ex officio) also attended the meeting.

Other meeting guests included: Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Greg Perkinson, Vice President for Finance and Administration; Jason Catz, General Counsel; Dr. Matt Stillman, Registrar; Leo McCaffrey, ASSOU; Jennifer Fountain, Student Life; Danielle Mancuso, Student Life; Kelly Moutsatson, Director of Admissions; Chris Stanek, Director of Institutional Research; Ryan Schnobrich, Internal Auditor; Joe Mosley, Director of Community and Media Relations; Devon Backstrom, ASSOU; John Stevenson, User Support Manager; Sabrina Prud'homme, Board Secretary; and Kathy Park, Executive Assistant.

Public Comment

There was no public comment.

Provost's Report

Dr. Susan Walsh said Kelly Moutsatson connected with an SOU alumnus in American Samoa and determined that students there were interested in attending SOU. Ms. Moutsatson planned a recruiting event in American Samoa, which was very successful.

The online MBA program will start April 1. Dr. Walsh said SOU already has 26 admitted students and half of those have registered.

Dr. Matt Stillman said he is working with the Department of Education to qualify standalone certificate programs for federal financial aid. He is also pursuing certificates, badges, and micro-credentialing for non-degree seeking populations.

Dr. Walsh said the Enrollment Management Council continues its work toward an enrollment plan.

Dr. Walsh said AASCU representatives would be at SOU on May 14 and George Mehaffy, who has been in higher education and with AASCU for many years, will give a presentation on campus on issues facing higher education. She said it would be good for faculty and others to hear him, an outside voice, speak about things that SOU is also pursuing. She said she is encouraged by national conversations and that SOU is out in front of a lot of things and keeping up with issues.

President Schott said she hopes to have Virgel Hammonds, Chief Learning Officer for KnowledgeWorks who has done much to advance proficiency-based education, come to SOU to talk with faculty about how things are changing in K-12 and what SOU needs to be thinking about.

Consent Agenda

Trustee Santos moved to approve the minutes from the January 18, 2018 meeting as presented. Trustee Steinman seconded the motion and it passed unanimously.

Information and Discussion Items

2018-19 Student Incidental Fee Recommendation and Overview of Student Fee Process

Leo McCaffrey provided an overview of the student fee process, discussing the objectives for students and the purposes, historical background and recent developments of the fees, as included in the meeting materials. Mr. McCaffrey stressed the importance of viewpoint neutrality and the student control of the fees.

Describing ASSOU's organization, Mr. McCaffrey said the Student Fee Committee is comprised of four subcommittees: Athletics Advisory, Student Union Advisory, Educational Activities Advisory and Inter-Club Council Allocation Committees. He then detailed the timeline for the student fee approval process.

Mr. McCaffrey reviewed ASSOU's incidental and recreation center fee recommendation, as detailed in the meeting materials.

Trustee Nihipali said he was able to observe the amount of critique that goes into the fund requests. He applauded the students who attended the meetings as they are critical to the process and for ensuring the \$4 million in fees is not given away loosely. Students actively participate in the process and feel like they have a voice in the discussion. The process also requires clubs to keep track of metrics on outreach to students and actual participation.

Trustees thanked Mr. McCaffrey for his work and dedication.

2018-19 Tuition and Mandatory Fees Recommendation

President Schott introduced this agenda item, saying a great deal of work has been put into this recommendation, especially by Mark Denney.

Mr. Denney said the process started by looking at housing, meal rates, total cost of attendance and costs at other schools. The Tuition Advisory Council (TAC) has met weekly since the start of winter term. The TAC set up a Google site and posted every

document and spreadsheet so everyone could see them. This year, the TAC kept minutes of its meetings, which were approved by the members each week and posted.

Mr. Denney said the total cost of attendance includes tuition, mandatory fees (including the student incidental, student recreation center, student health and building fees), housing and meals. He then compared tuition rates at comparator schools in Oregon and California and enrollment trends at Oregon universities. Mr. Denney said an enrollment growth is projected at SOU for next year. He described the tuition and fee setting process, including the composition of the TAC, the Student Fee Committee and the Student Recreation Center Advisory Council.

Mr. Denney said SOU's cost drivers are labor and benefits, retirement and health care, more so than pay. The levers are being able to continue to manage costs, stability of state funding, and tuition revenue. SOU's spending per full time equivalent remains the lowest all seven Oregon public universities. Mr. Denney reviewed state funding for the universities. Regarding the enrollment projections for SOU, he said the online MBA cohort assumptions have been adjusted based on the historical experiences of Academic Partnerships and the applicant numbers seen thus far.

President Schott said Eastern Oregon University has many online programs and currently is considering partnering with an organization like Academic Partnerships but some faculty are resistant. She praised Dr. Walsh for her early engagement with SOU's faculty and thanked the board for its willingness to try something new.

Looking at the pro forma, Mr. Denney explained the tuition recommendation preserves a fund balance over 11 percent for the current biennium but, looking at the out-years, SOU has more to do especially in the areas of recruitment, retention and cost containment.

Discussion ensued on the proposed rates for tuition and mandatory fees, the differential rate for American Samoa, and the total cost of attendance, as detailed in the meeting materials. The president's proposed tuition rate increases include 4.22 percent for resident undergraduates and Western Undergraduate Exchange (WUE) students; 3.95 percent for nonresident undergraduates; 2.14 percent for resident graduate students; and 2.09 percent for nonresident graduate students. The proposed differential rate for students from American Samoa is \$258, the same rate as for WUE students.

Regarding mandatory fees, Mr. Denney said the cost drivers for the student incidental fee are the same as for the university –primarily labor, retirement and benefits—which is causing a comparable increase in the fee. There is no increase to the student recreation or building fees. The student health fee would increase 2.19 percent and is the lowest in the state.

House Bill 2998 Update

Chris Stanek said HB 2998 relates to the transfer of credits from community colleges to universities. The workgroup has had several meetings and specific interest groups continue to meet. They are still deciding which subject area will be piloted.

Mr. Stanek described a possible scenario of an RCC student transferring to SOU after completing the foundational curriculum and discussed the credits that would articulate to SOU's University Studies curriculum. Discussion ensued on various situations that would and would not fall under the requirements of this bill.

House Bill 4053 Update

In Jeanne Stallman's absence, Dr. Walsh provided the update, saying the HECC has been charged with developing statewide standards for public post-secondary institutions to make information related to accelerated college credit programs readily available on each school's website. HB 4053 requires the Department of Education and the HECC to jointly prepare an annual report on these programs through 2029.

Future Meetings

Trustee Vincent said the next meeting of the committee will be on June 21.

Adjournment

Trustee Vincent adjourned the meeting at 2:05 p.m.

DRAFT

Academic and Student Affairs Organizational Updates

McNair Scholars

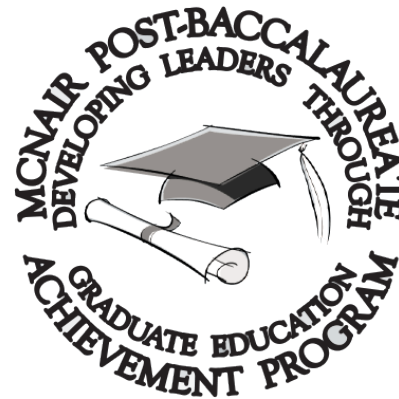


DR. RONALD E. MCNAIR

Dr. McNair was a first-generation college student from an underrepresented, low-income background. He earned a Ph.D. from MIT in 1976 at the age of 26. He became a brilliant physicist and an astronaut.

After he died in 1986 in the Space Shuttle Challenger explosion, the Ronald E. McNair Post-Baccalaureate Achievement Program (or the McNair Scholars Program) was named in his honor when it was created in 1989. Subsequently, a crater on the moon was also named McNair. There are only 187 McNair programs nation-wide that provide these benefits.

The Southern Oregon University Ronald E. McNair Post-Baccalaureate Achievement Program is funded 100% by a \$243,878 annual grant from the U.S. Department of Education.



SOU Ronald E. McNair Post-Baccalaureate

Achievement Program

1250 Siskiyou Blvd.

Susanne Hall Suite 408

Ashland, OR 97520-5062

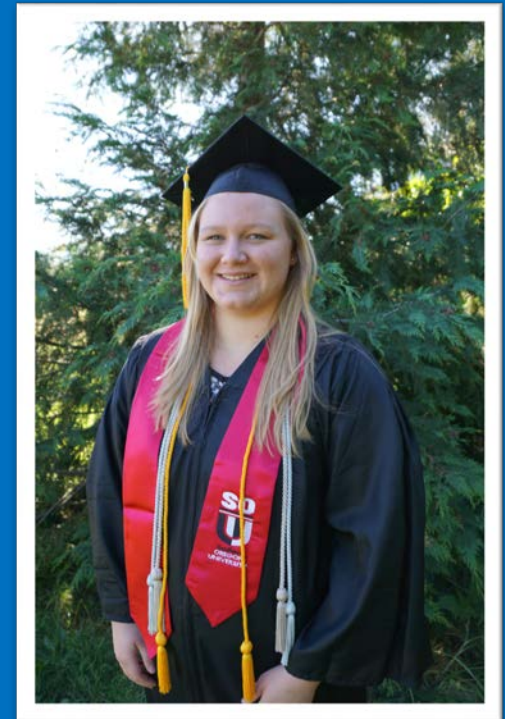
Phone: (541) 552-8310

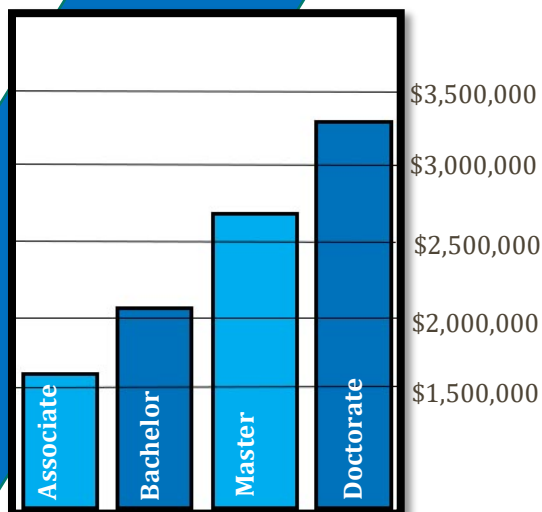
Email: mcnair@sou.edu

Web: www.sou.edu/mcnair



McNair Scholars Program





LIFETIME EARNINGS

Source: U.S. Census Bureau, 2014

THE MASTER

A master's degree program is usually about two years in length. Some master's programs are professional degrees and may be coupled with licensure or certification programs, while others are precursors to a Ph.D.

THE DOCTORATE

A doctoral degree, also known as a Ph.D., is the highest degree one can achieve and trains one to be a scholar in a given field. On average, it takes between five and seven years to complete a Ph.D. Those with doctoral degrees teach and conduct research at the university level and/or work in an industry as specialists within their subject area.

WHAT IS THE MCNAIR PROGRAM?

The SOU Ronald E. McNair Post-Baccalaureate Achievement Program is designed to prepare participants for doctoral studies through involvement in research and other scholarly activities.

WHO IS ELIGIBLE TO APPLY?

Enrolled students who are Sophomores, Juniors, or Seniors who:

- Plan to be enrolled as undergraduates through at least Fall term of the Cohort Year
- Have demonstrated strong academic potential
- Have never completed a baccalaureate degree and have never enrolled in a doctoral program

And fit into one or both of these categories:

- 1 Are first generation college students and are low-income individuals
- 2 Are students from groups traditionally underrepresented in graduate education (Hispanic/Chicano/Latino;; Black/African American; Native American/Alaskan Native; Native Hawaiian/Pacific Islander)



HOW DOES THE MCNAIR PROGRAM HELP YOU?

MENTORSHIP

McNair Program scholars are mentored by the Program Director and a faculty member from their academic major.

PREPARATION

The McNair Program provides scholars with specialized seminars and workshops that: enhance acceptance into doctoral programs, prepare for the Graduate Records Examination (GRE), and support potential for post-baccalaureate achievement.

BENEFITS

The program also provides resources for: travel to Ph.D. program visits, personal Scholar webpages, cultural activities, access to tutors, research-related supplies, the opportunity for selected scholars to participate in a summer internship project (with a paid stipend), and access to the McNair Technology Center



2018 SOU McNair Program June Graduates

Caitlyn Abshire (2017 Cohort) will be graduating Cum Laude with a Bachelor of Science in Psychology and a minor in Sociology. Caitlyn will begin her graduate studies in Fall 2018 in the Oregon State University Human Development and Family Sciences Master of Science to Doctorate of Philosophy in HDFS program. Caitlyn has been granted full funding for her graduate program including a Graduate Teaching Assistantship. While studying at SOU Caitlyn was the President of the Psychology/Psi Chi Honor Society Club, a Psychology department Research Coordinator, and was awarded many scholarships to support her undergraduate education. Caitlyn's McNair Faculty Mentor is Dr. John Taylor, Professor of Psychology.

Esmeralda Julyan (2017 Cohort) will be graduating Summa Cum Laude with a Bachelor of Science in Psychology and a minor in Spanish. Esmeralda will begin her graduate studies in Fall 2018 in the Oregon State University Human Development and Family Sciences Master of Science to Doctorate of Philosophy in HDFS program. Esmeralda has been granted full funding for her graduate program including a Graduate Teaching Assistantship. While studying at SOU Esmeralda was the treasurer of the Psychology Club, engaged in research activities at the SOU Cognitive Research Laboratory, and she volunteered in various positions related to her academic interests in the community. Esmeralda's McNair Faculty Mentor is Dr. John Taylor, Professor of Psychology.

Isaiah Kamrar (2017 Cohort) is graduating Cum Laude with a Bachelor of Science in Economics, a Bachelor of Science in Financial Mathematics, and a minor in Business Administration. Isaiah intends to pursue a graduate degree at Massachusetts Institute of Technology by applying for Fall 2019 entry. Isaiah's McNair Faculty Mentor is Dr. Bret Anderson, Assistant Professor of Economics.

Bronson Samel-Garloff (2016 Cohort) will be graduating with a Bachelor of Science in Chemistry with a major concentration in American Chemical Society Certified Biochemistry and a minor in Mathematics. Bronson will begin his graduate studies, fully funded, in Fall 2018 in Oregon State University's Biochemistry Ph.D. program in Corvallis, Oregon. While at SOU he has participated in the SOU Jazz Ensemble, was a member of the Ford Family Leadership Program (2011 cohort), and volunteered for the Sparrow Club as a performer at their annual dance benefit. After completing his Ph.D. Bronson wants to research neurodegenerative diseases to help produce methods for more effective treatments. Bronson's McNair Faculty Mentor is Dr. Steven Petrovic, Professor of Analytical Chemistry.

Jacie Shepherd (2017 Cohort) is graduating with a Bachelor of Science in Sociology/Anthropology with an emphasis on Physical Anthropology. Jacie volunteered at SOU's Laboratory of Anthropology (SOULA) working with artifacts from different digs. After graduation Jacie will be working at the Clark R. Bavin National Fish and Wildlife Forensics Laboratory, the only laboratory in the world devoted to wildlife law enforcement. Jacie will be applying for graduate programs after her year at the forensics lab to enter in Fall term 2019. Jacie's McNair Faculty Mentor is Dr. Mark Shibley, Professor of Sociology/Anthropology.

Emily Taylor (2016 Cohort) will be graduating Summa Cum Laude with a Bachelor of Arts in History and a minor in Sociology/Anthropology. In Fall 2018 Emily begins fully funded graduate studies in the Loyola University History doctoral program in Chicago, Illinois. While at SOU Emily participated in a prestigious summer internship in public history at Brown University, volunteered with the Southern Oregon Historical Society and the Anthropology Laboratory, and worked in the McNair office and the Hannon Library as a student worker. After completing her doctoral degree Emily plans on being a public historian emphasizing historic houses and sites. Emily's McNair Faculty Mentor is Dr. Sean McEnroe, Associate Professor of History.

Heather Terral (2017 Cohort) will be graduating with a Bachelor of Science in Sociology/Anthropology and a minor in Psychology. Heather will begin her fully funded graduate studies in the University of Oregon's Prevention Sciences doctoral Program. After completing her Ph.D. Heather hopes to add her diverse voice in academia as well as in her community by engaging in clinical practice and public advocacy in the childhood psychopathology prevention and intervention field. Heather's McNair Faculty Mentors are Dr. Jessica Piekielek, Professor of Anthropology, and Dr. Vincent Smith, Professor of Environmental Science and Policy.

2018 SOU McNair Scholars Program Summer Research Internships

Selected McNair program participants conduct independent research under the guidance of Faculty Mentors during 8-week long summer research internships. These Scholars will publicly present their research at the McNair Summer Research Symposium in the SOU Hannon Library on August 15, 2018.

Scholar: Alec Bayarsky

Summer Research Mentor: Dr. E. Jamie Trammell, Associate Professor of Environmental Science and Policy
Title: Using Inductive Modeling to Predict Habitat Suitability of North American Pika (*Ochotona princeps*) in the Cascade-Siskiyou National Monument

Scholar: Devin Bernstein

Summer Research Mentor: Dr. Laura Jones, Associate Professor of Health and Physical Education
Title: Diabetes within Hispanic communities: An Evaluation of Healthcare

Scholar: Neil Clayton

Summer Research Mentor: Dr. E. Jamie Trammell, Associate Professor of Environmental Science and Policy
Title: Determining Habitat Suitability for North American Pika (*Ochotona princeps*) in the Cascade-Siskiyou National Monument

Scholar: Trinity Leonis

Summer Research Mentor: Dr. Cody Christopherson, Associate Professor of Psychology and Master in Clinical Mental Health Counseling Program Coordinator
Title: Replication of an Analog Clinical Psychology Study

Scholar: Maya Lomeli

Summer Research Mentor: Dr. Sean McEnroe, Associate Professor of History
Title: France and Ireland: Origins of National Identity

Scholar: Kelley Lusk

Summer Research Mentor: Dr. Bryce Smedley, Assistant Professor of Education
Title: English Education for Conflict Resolution and Peace in Central African Republic

Scholar: Nomi Macadangdang

Summer Research Mentor: Dr. Curtis Feist, Professor of Mathematics
Title: The World of Encryption: the Analysis and Development of Cryptanalysis Techniques

Scholar: Mario Miller

Summer Research Mentor: Dr. Bret Anderson, Assistant Professor of Economics
Title: Inquiry into the Nature and Causes of the Distribution of Wealth: Globalization, Inequality, and Secular Stagnation

Scholar Kayla-Michele Petry

Summer Research Mentor: Dr. Kylan Mattias de Vries, Associate Professor, Sociology and Gender, Sexuality, and Women's Studies
Title: The Body Politic of the Absent Body: Social Embodiment of Affliction in Simon Weil

Scholar: Amanda Stacy

Summer Research Mentor: Dr. John Roden, Associate Professor of Biology
Title: Investigating Ecosystem Variations: Stable Isotopes and endophytes of *Pinus ponderosa* and *Arctostaphylos manzanita* in serpentine and non-serpentine soil systems

Scholar: Michelle Weston

Summer Research Mentor: Dr. Mark Shibley, Professor of Sociology/Anthropology and Department Chair
Title: America's Rural-Urban Political Divide: an Analysis of Values and Place

DR. BROOK COLLEY

Dr. Brook Colley was awarded a Doctorate of Philosophy in Native American Studies on September 15, 2014 from the University of California at Davis. Brook graduated with Bachelor of Science degrees in Sociology and in Political Science in 2007 from Southern Oregon University where she was a McNair Scholar in the 2006 Cohort. Her McNair Faculty Mentor was Dr. Jean Maxwell.

While pursuing a Ph.D. in Native American Studies, she worked as a teaching assistant and spent three years as a Graduate Women's Outreach Intern at the University of California, Davis. In 2012-2013 Brook was a visiting professor of American Ethnic Studies in the Department of Sociology at Willamette University in Salem, Oregon. During her graduate education, Brook's focus was on Indigenous peoples and their social and political participation in the globalized, post-modern world.

Brook dedicates some of her success to the internships she received as a McNair Scholar, saying that "through these internships I learned about research ethics, navigating the Institutional Review Board, development of research questions, and interviewing skills." Despite needing to balance a heavy workload with taking care of her daughter, Brook still finds time to enjoy hobbies such as biking, gardening, and video production.

Brook now is an Associate Professor of Native American Studies at Southern Oregon University, where she is extremely active in the campus community.



DR. MAGGIE GEMMELL

Dr. Maggie Gemmell was awarded a Doctorate of Philosophy in Germanic Studies in May 2015 from the University of Texas in Austin, Texas. Maggie graduated with a Bachelor of Arts in Language and Culture: German in 2007 from Southern Oregon University where she was a McNair Scholar in the 2006 Cohort. Her McNair Faculty Mentor was Dr. Gill Gundrun.

As an undergraduate student Maggie tutored German and Writing at SOU and she conducted independent research during a summer internship investigating women's roles during two totalitarian regimes in Germany. Maggie also studied in Basel, Switzerland at a 2005 summer internship program at Migros Kirschgarten working as an associate in the Kolonialwaren section.

During her graduate studies Maggie was an Assistant Instructor for the Department of Germanic Studies, teaching multiple undergraduate classes as well as tutoring students of all levels in her department's tutorial hall. Maggie earned a Master of Arts in Germanic Studies in 2009 at the University of Texas, and then in 2015 she successfully defended her doctoral dissertation.

Maggie is currently an Adjunct Instructor of Language Studies teaching German at SOU where she also serves on the McNair Advisory Council. Maggie stated, "it's important to remember that McNair scholars are all participating in a unique group, and they will never stop being a part of it. The McNair Program is nationally known, and I know that I will always be able to count on the program and its members."



The SOU Ronald E. McNair Post-Baccalaureate Achievement Program: Serving participants since 2003



Participants complete research and scholarly activities in preparation for doctoral studies



After completing graduate degrees many
McNair Program Alumni return to our area





Graduate Schools SOU McNair Alumni have Attended

Arizona State University | Azusa Pacific University | Boise State University | Boston College | Boston University | Brown University | California State University, East Bay | California State University, Sacramento | Campbell University | Cornell University | Drew University | Duke University Medical Center | East Carolina University | Eastern Virginia Medical School | Fisk University | Flinders University | Florida International University | Golden Gate University | Howard University | Indiana University | John Hopkins University | Kansas State University | Louisiana State University | Loyola University | Mississippi State University | Missouri State University | Montana State University | New York University, Albany | Oklahoma State University | Oregon Health and Science University | Oregon State University | Pacific University | Portland State University | Samuel Merritt University | Southeast Missouri State University | Southern Oregon University | State University of New York | University of California, Davis | University of Maine | University of Alaska, Fairbanks | University of Alaska, Southeast | University of California, Irvine | University of California, Riverside | University of California, San Diego | University of California, Santa Barbara | University of Colorado, Boulder | University of Dallas | University of Denver | University of Hawaii, Manoa | University of Idaho, Moscow | University of Iowa | University of Massachusetts, Boston | University of Missouri | University of Montana | University of New Mexico | University of New Orleans | University of North Carolina | University of Oregon | University of Salford, UK | University of San Diego | University of Texas | University of Utah | University of Victoria | University of Washington | University of Wisconsin | Vanderbilt University | Washington State University | Washington State University | Wayne State University | Western Oregon University | Western University of Health Sciences | Zhejiang University, China

From SOU Commencement 2018: 5 McNair Scholars are heading into Ph.D. Programs



Trauma-informed Practices at SOU



**Addressing
Adverse Childhood Experiences
(ACES)
and Trauma Informed Practice at
Southern Oregon University**

ACE Interface

Understanding
N. E. A. R.

Neuroscience
Epigenetics
Adverse Childhood Experiences
Resilience

The National and Regional Context

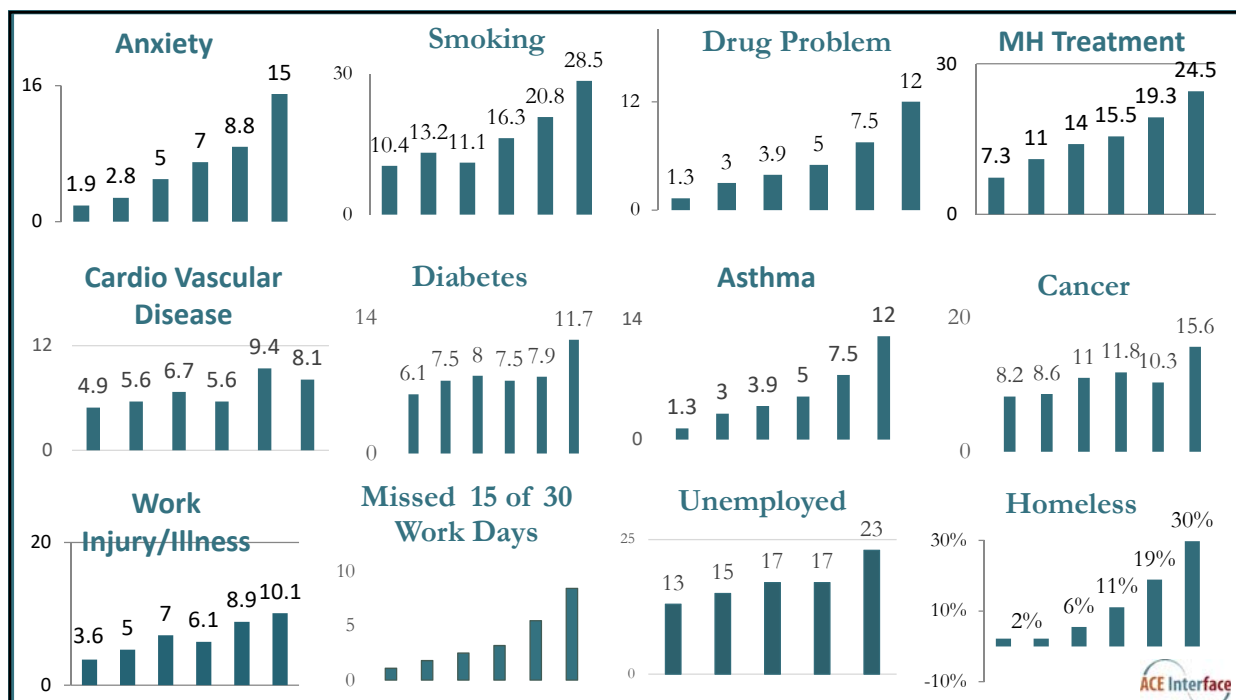
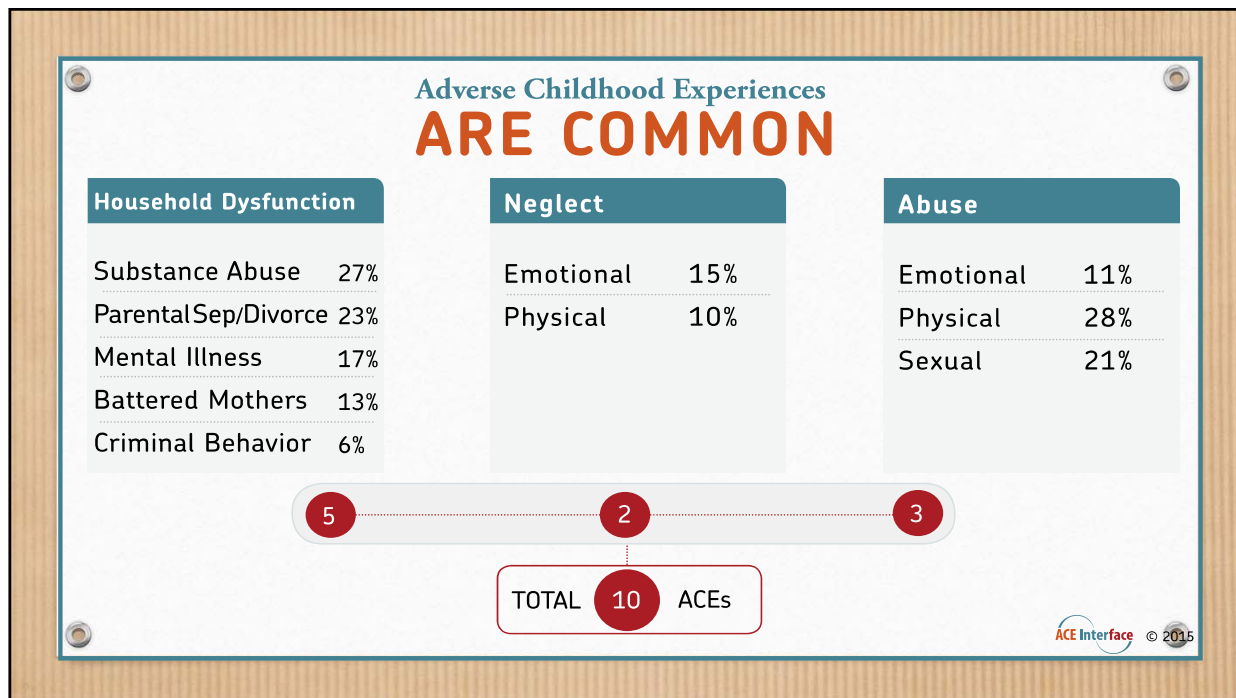
- The 1997 CDC & Kaiser Permanente ACE study demonstrated the connection between adversity early in life and a host of physical, mental and behavioral outcomes later in life.
- Subsequent work in neurobiology and epigenetics explained the causal links between early adversity and negative outcomes later in life.
- Organizations and communities are now adopting trauma informed practices aimed at fostering resiliency and interrupting the accumulation and transmission of adversity.

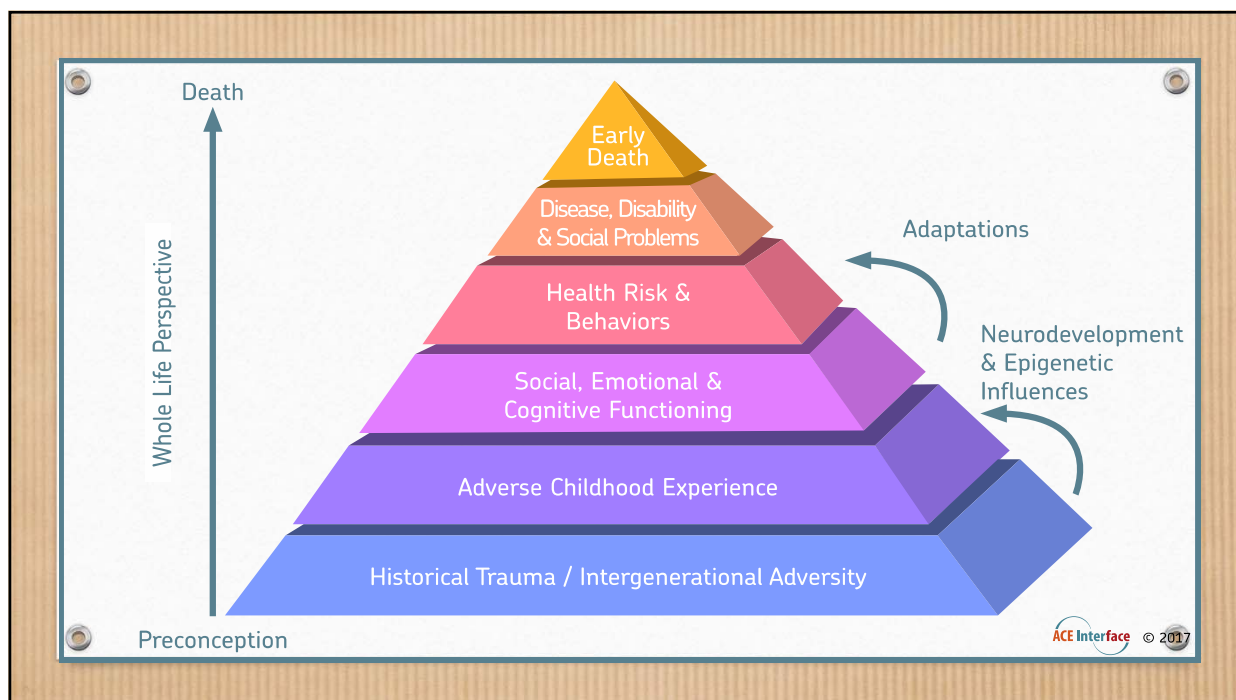
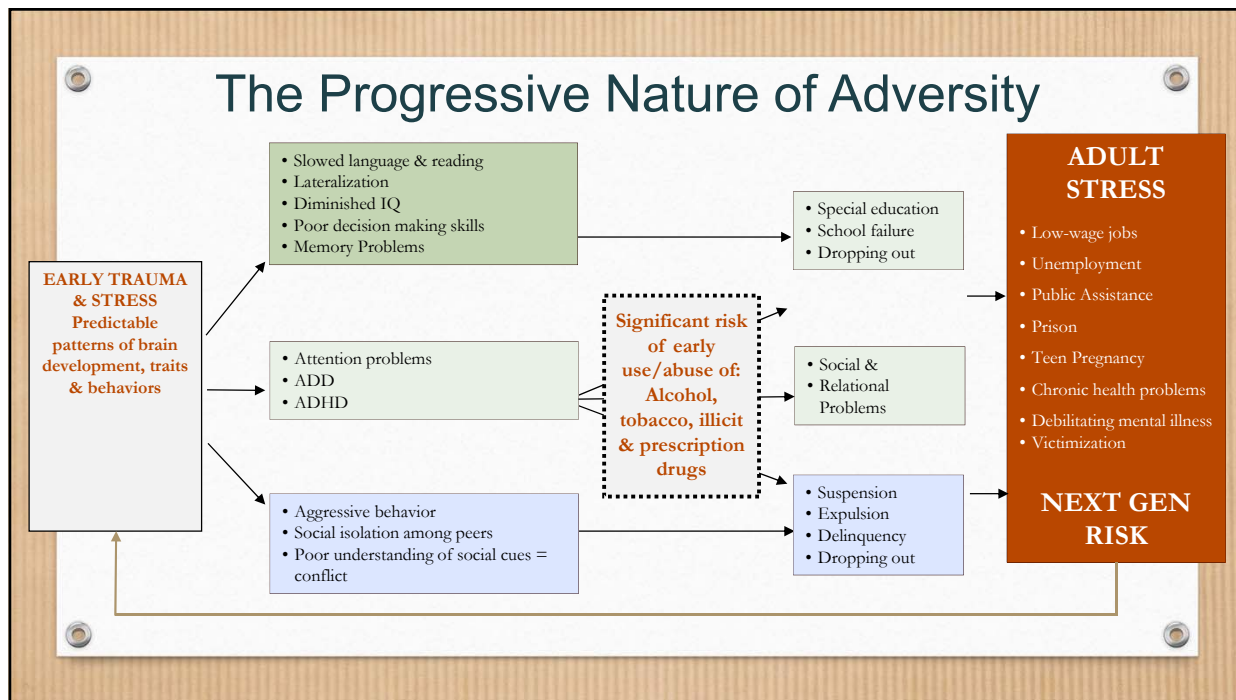
The Educational Context

- Higher incidence of ACES are predictive of lower achievement on standardized tests, higher rates of absenteeism, suspension, risk behaviors such as drug use, and lower rates of high school graduation, college participation, persistence and completion.
- Students exhibiting the effects of trauma can often “seem unmotivated, hostile or lost, and leave teachers asking what is wrong with this student?”
- Many of our graduates are also entering fields where familiarity with ACES and trauma informed practices are now expected.

The SOU Initiative

- 1) Master Trainers selection and training (fall/winter 2017-18)
- 2) Institution-wide training to foster awareness of ACES and trauma informed practices (spring 2018-spring 2019)
- 3) Embed training in regular onboarding for new faculty & staff
- 4) Compile and disseminate a Strength-Based, Trauma Informed Practices Toolkit
- 5) Assessing impact on student success and well-being:
 - Persistence, Completion, Belonging, SOU Cares referrals








Important Caveats

- Outcomes data refer to averages across large populations
- Behavioral responses leading to negative outcomes are more likely but they're not inevitable
- *ACES are risk factors, not life sentences*
- We can help protect, heal and mitigate negative impacts through:
 - Building Core Protective Systems
 - Implementing Trauma Informed Approaches

Module II

FOSTERING RESILIENCE

Core Protective Systems

-  Capabilities
-  Attachment & Belonging
-  Community Culture Spirituality

“Nurturing the healthy development of these protective systems affords the most important preparation or ‘inoculation’ for overcoming potential threats and adversities in human development. Similarly, damage or destruction of these systems has dire consequences for the positive adaptive capacity of individuals.”

Ann Masten, 2009

ACE Interface © 2015

Core System #1: Individual Capabilities

Self-Regulation: the ability to manage one’s emotions, thoughts, and behaviors effectively in different situations.

Executive Function: the ability to sustain attention, keep goals and information in mind, and plan for the future.

Growth Mindset: belief that ability can change as a result of effort, perseverance, and practice.

Cultural Capital: knowing “the rules of the game,” familiarity with contextual norms and expectations and the ability to access resources that are available

Core System #2: Attachment & Belonging

Relationships with caring and competent people.

Support: feeling seen and heard by the people around us, feeling socially and emotionally connected.

Help: having two or more people that provide concrete assistance when needed.

Students with a sense of belonging in school feel socially connected, supported, and respected. They trust their teachers and their peers, and they feel like they fit in at school. They are not worried about being treated as a stereotype and are confident that they are seen as a person of value.

Core System #3: Community, Culture & Spirituality

People don't simply confront or overcome adversity as individuals. They do so while connected with people, systems and institutions that either promote or inhibit:

- **Access to resources that help them prepare for and navigate the challenges they face**
- **A sense of meaning, purpose, and connection to something greater than themselves**

Core Principles of a Trauma-Informed System of Care

- **Safety** – ensuring physical and emotional safety
- **Trustworthiness** – maintaining appropriate boundaries and making tasks clear
- **Choice** – prioritizing choice and control (for people who have had control taken away, having small choices makes a big difference)
- **Collaboration** – maximizing collaboration
- **Empowerment** - prioritizing empowerment and skill-building



Becoming Strength-Based & Trauma Informed

Considering how policies, practices or procedures contribute to students' experience of either:

ADVERSITY

- Fear
- Isolation or invisibility
- Shame
- Blame
- Stigma
- Focus on perceived shortcomings
- Replicating unproductive patterns
- Powerlessness

RESLIENCE

- Feeling seen, valued and welcomed
- Belonging and connection
- Safety and trust
- Acceptance, hope and possibility
- Meaning and purpose
- Recognition of strengths
- Choice and control
- Competence and confidence
- Self-efficacy

Addressing Adverse Childhood Experiences and Supporting Trauma Informed Practices at Southern Oregon University

Trauma is a widespread phenomenon which adversely affects individuals and organizations. Many schools and other institutions now recognize the necessity of responding to the psychological and emotional needs of individuals suffering the acute effects of trauma associated with exposure to violence, abuse, and disaster. The principles of trauma-informed practice provide a theoretically grounded framework for addressing those needs in an ethical and effective manner. Central precepts of such an approach include ensuring that people working within an organization understand how trauma can affect individuals, are able to recognize the signs of trauma when they present, and respond to indicators of trauma in ways that avoid inadvertently re-traumatizing those affected. SOU's nationally recognized policy on sexual abuse reporting providing victims voice and control over how and to whom matters are disclosed provides an exemplary standard of trauma-informed practice.

Recent advances in neuroscience and public health research indicate that both the prevalence and impact of trauma operate on a scale vastly greater than previously realized. Groundbreaking work related to Adverse Childhood Experiences (ACEs) sheds light upon the lingering effects that chronic exposure to stress, abuse, neglect and other forms of family dysfunction have upon a wide range of domains which last across the lifespan. Neuroscience now enables us to understand the causal link between chronic exposure to stress in early childhood, brain development, and resulting psychological and behavioral adaptations which negatively impact a host of outcomes ranging from educational attainment and employment to mental and physical health and longevity.

For learning-centered organizations such as schools, the implications are profound. Fully 65% of learners now enter schools with potentially underdeveloped executive function and hard-wired psychological and behavioral response mechanisms which may be inadvertently triggered by even well-meaning teachers and staff. Higher incidence of ACEs are predictive of lower achievement on standardized tests, higher rates of absenteeism, suspension, and risk behaviors such as drug use, and lower rates of high school graduation and college participation, persistence and completion. Students exhibiting the effects of trauma can often "seem unmotivated, hostile or lost, and leave teachers asking what is wrong with this student?". In such instances, the adversity experienced by students is frequently compounded through encountering an inhospitable and/or unresponsive educational environment.

Alternately, a trauma-informed perspective helps school personnel reinterpret and reframe challenging behaviors, and equips them to respond in ways less apt to trigger response mechanisms likely to exacerbate the situation. Evidence-based intervention strategies include greater focus upon metacognition and social-emotional learning, wrap-around services, and robust cross-sector partnerships which link school-based efforts to broader community-wide initiatives and resources. Given the increased understanding of the adversity experienced by today's students, a widespread institutional commitment to trauma-informed practice is a critical tool for enhancing efforts to support student success, well-being, persistence and completion.

What might such a commitment entail?

1) All faculty, staff and administration will receive training in adverse childhood experiences and trauma informed practice.

- To support this goal, a cadre of key personnel representing both Academic and Student Affairs will become certified as master trainers in order to build institutional capacity to provide training to all current and future employees.

2) Appropriate academic programs will provide students the opportunity to learn about and, where applicable, pursue specialized study in ACES and trauma informed practice.

- Teacher Preparation, Psychology, Criminal Justice, and Healthcare Administration are among the programs best positioned to offer coursework, fieldwork, and/or applied research opportunities in these areas.

3) Policies and procedures in both Student Affairs and Human Resources will be reviewed and revised to reflect best practices in trauma informed care.

- SOU's nationally recognized policy on sexual assault reporting already reflects a trauma informed commitment to prevent re-traumatizing victims. Other policies and procedures will be reviewed from a similar perspective.
- Student Housing, Health and Wellness, and Resource Centers will enhance and publicize mechanisms for connecting students and their families to relevant community resources.

4) SOU will provide material support for community-based efforts to expand trauma informed approaches through actions such as:

- Maintaining high level administrative presence on the Southern Oregon Success (SORS) steering committee.
- Serving as a regional, statewide and/or national convener for conferences, workshops, and cross-sector grants related to trauma informed practice.
- Establishing an Oregon population health and community well-being data monitoring system within the new Healthcare Administration program. Beyond building local capacity for assessing the effectiveness of trauma informed initiatives, student learning will be enhanced by engaging with authentic data sets and research protocols such as the Oregon Healthy Teens Survey and Behavioral Risk Factor Surveillance System (BRFSS).

References

Anda, R., Butchart, A., Felitti, V. & Brown, D. (2010). Building a framework for global surveillance of the public health implications of adverse childhood experiences. *American Journal of Preventative Medicine*, 39 (1), 93-98.

Blodgett, C. (2015). No school alone: How community risks and assets contribute to school and youth success. Report to the Washington State Office of Financial Management in response to the Legislature's directions in Substitute House Bill 2739.

Chafouleas, S., Johnson, A., Overstreet, S. & Santos, N. (2016). Toward a blueprint for trauma-informed service delivery in schools. *School Mental Health* (8), 144-162.

Perfect, M., Turley, M., Carlson, J., Yohanna, J. & Gilles, M. (2016). School-related outcomes of traumatic stress symptoms in students: A Systemic review of research from 1990 to 2015. *School Mental Health* (8), 7-43.

Institutional Roll-Out Plan

Trainers

- 1) Education: Aprille Phillips
- 2) Criminology: Alison Burke
- 3) USEM: Ellen Siem
- 4) Bridge: Larry Locke
- 5) Student Life: Jennifer Fountain
- 6) Student Support and Intervention: Taylor Burke
- 7) Student Health and Wellness: Anna D'Amato
- 8) Administration: John King

Role of master trainers

- Two-day training with Dr. Rob Anda and Laura Porter: Nov 6-7 at the HEC
- Participate in ongoing learning collaborative (whole-group planning, debriefing and continued training): one hour meetings, twice per quarter
- One-on-one coaching and support from Bob Lieberman: as needed
- Co-present ACES workshops for faculty and staff groups on campus: ten two hour sessions over a two year period
- Formal certification and opportunity for presenting to external audiences available upon completion of two additional solo-presentations

Total expected time commitment: 60 hours over a two-year period

Dissemination Plan

Fall 17

- Initial Training: Nov 6-7
- Initial meeting of the learning collaborative

Winter 18

- Bridge Symposium: March 21
- Student Success Coordinators: March 23

Spring

- Business Department: April 27
- Art Department: May 2
- Communication Department: May 22
- USEM Department: June 1

Summer 18

- Housing staff
- Financial Aid staff

AY 18-19

- New faculty orientation
- Departmental presentations by request
- Staff unit presentations by request

Evaluation Plan

- Use metrics
 - # presentations provided
 - # faculty/staff receiving training
 - % faculty/staff receiving training
 - Presenter effectiveness surveys
- Outcome metrics
 - Student outcomes: indicators of student success and wellbeing
 - Persistence rate
 - Completion rate
 - SOU Cares referral #
 - Belonging scale
 - Efficacy scale
 - Faculty/staff outcomes:
 - Retention rate
 - Belonging scale
 - Job-satisfaction scale
 - Changes in practice resulting from training: self-reported

Fiscal Structure

- Participating organizations: SOU, RCC and WOA (Western Oregon Advanced Health)
- Training provided by ACE Interface and the Lieberman Group
- WOA serves as fiscal agent and subcontracts with SOU and RCC
- Services provided:
 - ACE Interface: initial two-day training, two-year licensing for use of presentation materials, certification of master trainers
 - Lieberman Group: ongoing training and support for master trainers, facilitates ongoing learning collaborative, co-presents with master trainers, provides one-on-one coaching, assists with program evaluation
 - Western Oregon Advanced Health: fiscal agent, administrative coordination
- Cost: \$100,000 (SOU: \$30,000, RCC: \$30,000, WOA: \$40,000)
 - WOA: \$40,000 commitment through organizational sponsorships
 - RCC: \$20,000 institutional contribution
 - SOU: \$10,000 from Juan Young Trust, \$1,000 from Gordon Ellwood Foundation, \$9,000 from Grant Match Reserve
 - SOU/RCC collaborative grant: \$20,000 from CareOregon

Building a Strength-Based, Trauma-Informed Question Bank

Questions Pertaining to Interpersonal Interactions

- 1) What is this person revealing about themselves in this moment? About their strengths, values, hopes, or goals? About their fears, insecurities or vulnerabilities?
- 2) What assumptions am I making about this person? Where are those assumptions coming from? How might they be shaping how I'm interpreting or responding to the situation?
- 3) Which of my buttons are getting pushed in this situation? Is how I am responding based upon my hopes for this person or upon my insecurities?
- 4) What am I doing that might be escalating the situation?
- 5) What do I need to be in control of here? What do they need to be in control of here?

Questions Pertaining to Practices or Policies

Consider how this particular action, assignment, procedure or protocol might contribute to, reinforce, or undermine someone's experience of:

Adversity

- ❖ Fear
- ❖ Isolation
- ❖ Invisibility
- ❖ Shame
- ❖ Blame
- ❖ Stigma
- ❖ Focus on perceived shortcomings
- ❖ Replicating unproductive patterns
- ❖ Powerlessness

Resilience

- Feeling seen, valued and welcomed
- Belonging and connection
- Safety and trust
- Acceptance, hope and possibility
- Meaning and purpose
- Recognition of strengths
- Choice and control
- Competence and confidence
- Self-efficacy

Layers to Trauma-Informed Practice

Perception

- Shift focus from deficits to assets
- Avoid attaching stigma

Re-action

- Practice compassionate detachment
- Avoid re-triggering or escalating

Pro-action

- Purposeful steps to promote safety and trust, belonging and attachment, meaning, hope and purpose, choice and control, competence and confidence

Self-care

- Cultivate supportive communities of practice
- Avoid compassion fatigue and vicarious trauma

AASCU Update

AASCU Board Update

Jeffrey Gayton

University Librarian

Project Lead, Reimagining the First Year of College

Presentation Outline

- Background on the American Association of State Colleges and Universities
- Visit of George Mahaffey, Vice President of Academic Leadership and Change, AASCU
- Reimagining the First Year of College
- Institutional Transformation Assessment
- High-Impact Practices Grant

Presentation Links

Please Visit:

- [SOU RFY Website](https://sites.google.com/sou.edu/rfysou/home): <https://sites.google.com/sou.edu/rfysou/home>
- [SOU FAQ](https://faq.sou.edu): <https://faq.sou.edu>

SOAN MAJOR MAP

	First Year (<44 credits)	Second Year (45-89)	Third Year (90-134)	Fourth Year (>134)	After Graduation
Find Your Classes	<p>Complete introductory courses: Pick One - SOAN 204 or 205</p> <p>Pick one - SOAN 211, 213 or 214,</p> <p>Pick an additional course from the previous 5 listed.</p>	<p>Begin upper division SOAN research methods and electives: SOAN 301, SOAN 326, SOAN 327.</p>	<p>Complete research methods courses Pick One : SOAN 360, 370 or 380</p> <p>Begin conceptual thinking courses: 400-level seminars;</p> <p>Possible practicum: SOAN 409</p>	<p>Capstone: SOAN 414A, B & C Complete SOAN elective courses Complete conceptual thinking courses.</p>	<p>Sample Career Paths:</p> <ul style="list-style-type: none"> archeological technician human or social services program coordinator community organizer non-profit assistant/associate social science research assistant
Build Your Experience	<p>Join campus organizations that interest you, such as the Sociology and Anthropology Club or the United Nations Alliance Club.</p> <p>Apply for jobs on campus.</p>	<p>Volunteer for a campus or community organization, such as ECOS, ASSO, or Dunn House.</p> <p>Visit the Office of International Programs to explore study away options.</p>	<p>Apply for internships with organizations related to your major, such as SOURCE, SOULA, or CASA of Jackson County.</p> <p>Study away domestically or internationally.</p>	<p>Present capstone at a conference, such as SOAR, Northwest Anthropological Conference, or Pacific Sociological Association annual meeting.</p> <p>Consider joining professional associations, such as the American Anthropology Association or the American Sociological Association.</p>	
Plan Your Career	<p>Complete your Handshake user profile.</p> <p>Explore SOU majors.</p> <p>Have your resume reviewed by Career Connections or a Division Advisor.</p>	<p>Explore personality assessments on the Career Connections website.</p> <p>Begin building a list of possible career options using tools like What Can I Do With This Major?</p> <p>Take UGS 299: Career and Major Exploration.</p>	<p>Set up a Linked In account.</p> <p>Attend the SOU Volunteer Fair.</p> <p>Review your career plans with Career Connections or a Student Success Coordinator.</p>	<p>Set up informational interviews with professionals in your field.</p> <p>Do a mock interview. Attend the Career & Internship Fair.</p> <p>Establish your job search timeline.</p>	<p>Sample Graduate Programs:</p> <ul style="list-style-type: none"> Master of Arts in Teaching Master of Social Work, Master of Public Health Master of Arts in Applied Archeology Master of Arts in Applied Sociology Law Degree PhD in Anthropology, Sociology or related field
Stay on Track	<p>Students planning to complete the bachelor's degree in four years should take at least 15 to 16 credits a term each year.</p> <p>Meet with your academic advisor to discuss your academic goals. They will help you use DegreeWorks to gain an understanding of what is required to achieve those goals.</p>	<p>Need help mapping all of your requirements to make sure you have what you need to complete your degree?</p> <p>Use online academic planning tools – Catalog & DegreeWorks – to see what courses and degree requirements you need to graduate.</p>	<p>Don't waste time and money on unnecessary courses or stress about graduating on time.</p> <p>Use the DegreeWorks look-ahead feature to see how your degree would progress given assumptions based on future course completions.</p>	<p>Use DegreeWorks to see what degree requirements are still needed for your degree.</p> <p>Apply to graduate.</p>	

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Future Meetings

Adjournment