



OFFICE OF THE BOARD OF TRUSTEES

## Public Meeting Notice

February 9, 2017

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

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Special Committee Meeting

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

Topics of the meeting will include a provost's report offering general updates and principles for transfer students. There will be discussions and actions on curriculum proposals for a graduate degree program in outdoor adventure and expedition leadership as well as a certificate program in wine business. Trustees also will receive an update on a curriculum proposal for an undergraduate health care administration degree program.

The meeting will occur as follows:

Thursday, February 16, 2017

12:00 p.m. to 1:30 p.m. (or until business concludes)

Hannon Library, DeBoer Room, 3<sup>rd</sup> Floor (Room 303)

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.**



**Board of Trustees**  
**Academic and Student Affairs Committee Meeting**  
**February 16, 2017**

# Call to Order and Preliminary Business



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

**Thursday, February 16, 2017  
12:00 p.m. – 1:30 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.

- |           |          |  |  |
|-----------|----------|--|--|
|           | <b>1</b> | <b>Call to Order and Preliminary Business</b>  | Chair Sayre  |
|           | 1.1      | Welcome and Opening Remarks  |  |
|           | 1.2      | Roll Call  | Sabrina Prud'homme,<br>SOU, Board Secretary  |
|           | 1.3      | Agenda Review  | Chair Sayre  |
|           | 1.4      | Consent Agenda: Approval of January 19, 2017 Meeting Minutes (Action)                |  |
|           | <b>2</b> | <b>Public Comment</b>  |  |
| ~ 5 min.  | <b>3</b> | <b>Provost's Report</b>  | Dr. Susan Walsh, SOU,<br>Provost and Vice<br>President for Academic<br>and Student Affairs           |
|           | 3.1      | Transfer Principles for Students   |  |
|           | 3.2      | General Update   |  |
| ~ 25 min. | <b>4</b> | <b>Graduate Degree Program: Outdoor Adventure and Expedition Leadership (Action)</b> | Dr. Susan Walsh; Dr. Jody Waters, SOU, Associate Provost   |
| ~ 25 min. | <b>5</b> | <b>Certificate Program: Wine Business (Action)</b>                                   | Dr. Susan Walsh; Dr. Greg Jones, SOU, Division Director, Business, Communication and the Environment |

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

**Thursday, February 16, 2017  
12:00 p.m. – 1:30 p.m. (or until business concludes)  
DeBoer Room, Hannon Library**

**AGENDA (Continued)**

- |          |          |  |   |
|----------|----------|--|---|
| ~15 min. | <b>6</b> | <b>Undergraduate Degree Program: Health Care Administration Update</b> | Dr. John King, SOU, Division Director, Education; Dr. Dan DeNeui, SOU, Division Director, Social Sciences |
| ~ 5 min. | <b>7</b> | <b>Future Meetings</b>   | Chair Sayre   |
|          | <b>8</b> | <b>Adjourn</b>   | Chair Sayre   |



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

**Thursday, January 19, 2017  
1:30 – 3:30 p.m. (or until business concludes)  
DeBoer Room, Hannon Library**

**MINUTES**

**Call to Order and Preliminary Business**

Chair Sayre called the meeting to order at 1:31 p.m.

The following members were present: Teresa Sayre, Les AuCoin, Daniel Santos, Judy Shih, Joanna Steinman and Steve Vincent. Trustee Shea Washington was absent. Trustee Linda Schott (ex officio) also attended the meeting.

Other meeting guests included: Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Craig Morris, Vice President for Finance and Administration; Jason Catz, General Counsel; Dr. Jody Waters, Associate Provost; Ryan Schnobrich, Internal Auditor; Allie Bogard, Student Life; Jennifer Fountain, Student Life; Danielle Mancuso, Student Life; Melinda Joy, ASSO; Emily Pfeiffer, ASSO; Dan DeNeui, Director of Social Sciences; Willie Long, Outdoor Program Coordinator; Chris Stanek, Director of Institutional Research; Julie McFadden, Director of Government Relations; Deborah Lovern, Budget Officer; Olena Black, League of Women Voters; John Stevenson, User Support Manager; Don Hill, Classroom and Media Services Manager; Sabrina Prud'homme, Board Secretary; and Kathy Park, Executive Assistant.

Chair Sayre welcomed Julie McFadden, SOU's new Director of Government Relations.

In her agenda review, Chair Sayre said the bulk of the meeting would be spent on curriculum updates. She reminded trustees the board gave the committee the express duty of approving new programs, which would then go to the HECC.

**Public Comment**

There was no public comment.

**Provost's Report**

Dr. Susan Walsh mentioned several recent discussions at Provosts Council meetings. Council conversations continued about the possibility of community colleges offering applied bachelor's degrees; provosts are concerned about the impact of this on universities. There have been other conversations about the idea of community colleges and universities merging.

The provosts are still waiting to hear about preliminary studies of the Oregon Promise's impact on the universities as well as success of the program. An increase from \$10 million to \$40 million is being proposed for the program. The Oregon Opportunity Grant was defunded

and money was put back in to help the Oregon Promise move forward. There are also conversations about money following the students, which would mean students could decide to go to community college for one or two years or go directly to a university.

Making priority registration for veterans mandatory at all the universities also has been a discussion topic.

The provosts met with all seventeen of the community college chief academic officers and had good conversations about seamless transfers and pathways. Chair Sayre asked about SOU's relationship with Rogue and Klamath Community Colleges compared to the relationships other universities have with their local community colleges. Dr. Walsh said SOU's articulation agreements with RCC are solid and are renewed regularly. SOU and RCC hold joint annual articulation retreats for faculty and staff, which have been successful. The articulation agreement with KCC is still new for SOU and the parties are moving forward.

Responding to Trustee Santos' inquiry, Dr. Walsh said there have been no further conversations about having no SAT/ACT testing requirements for admissions.

The consent agenda item was inadvertently skipped. Trustee Santos later moved to approve the October 20, 2016 meeting minutes as drafted. Trustee Vincent seconded the motion and it passed unanimously.

### **Revised Committee Meeting Schedule (Action)**

Chair Sayre said the trustees discussed revised meeting schedules at the retreat. The proposed schedule was developed based on what the committee has experienced in the last two years. Initially, more meetings were needed to cover education topics, among others. With fewer meetings, the committee could still attend to all of its business if meeting times were extended and special meetings were called occasionally.

President Schott added that the trustees made a couple of major points at the retreat. There have been too many meetings. It was necessary at first but now the trustees would like to get the workload under control. If that can be done, it would enable a greater diversity of board members (e.g., members with family commitments). Trustee Shih also mentioned the repetitive presentations. Regarding the alternate meeting dates in September and October, Sabrina Prud'homme explained that boards are currently required to meet at least once quarterly. Legislation may change this to require boards to meet four times per year. Trustee Vincent corrected the September date to September 28, 2017.

Trustee Steinman moved that the Academic and Student Affairs Committee adopt the revisions to the committee's meeting schedule as amended. Trustee Shih seconded the motion and it passed unanimously.

### **Curriculum Updates**

Introducing this item, Chair Sayre said she wants the committee to stay connected to the important duty of curriculum approval. As proposals go through the approval process, things probably will change. Chair Sayre informed the committee on the at which each proposal is: Healthcare Administration is ready for Curriculum Committee review, Wine Business is ready for Faculty Senate review and the external review of the graduate outdoor program has

been completed. Responding to Trustee AuCoin's threshold question, Chair Sayre said fiscal analyses were done on all three programs and appear in each of the proposals.

Graduate Degree Program: Outdoor Adventure and Expedition Leadership:

Dr. Walsh acknowledged the work that has gone into this program proposal since the discussion started three years ago and said Dr. Chad Thatcher, assistant professor in the Outdoor Adventure Leadership program, has been largely responsible for moving this forward. Dr. Thatcher said he has been in the outdoor industry for over 25 years and the industry has really come of age. He described numerous significant impacts of the industry, including jobs, legislative efforts, economic impacts and support for local outdoor schools. There are over 125 outdoor adventure leadership programs in the US and only ten at the master's level. In the West, the master's programs are in Alaska and at Prescott College. Students want graduate degrees and are asking about SOU's program.

Dr. Thatcher said the curriculum proposal is a dream program, combining theory, research and experiential and international components. Upon completion of the program, students will have certifications, leading standards and experience. SOU is uniquely situated to offer this program: it already has an undergraduate program; it has the instructors, the gear, a living laboratory; and community support.

Since the program is interdisciplinary, it will not require a lot of new resources. Split-level classes and a few new courses will be added; existing graduate level courses from other disciplines will be incorporated (e.g., counseling, entrepreneurial skills). There are a few programs across the country, most in the northeast, but are not as intensive as SOU's will be. SOU's program will be unique; in fact, the external review board said it will be the first of its kind. One of the unique aspects is that it will be a cohort model with 10-12 students and there will be collaboration between the cohorts.

Dr. Jody Waters acknowledged Willie Long, the Outdoor Program Coordinator, who has been fundamental in the development of this proposal. In Graduate Council, the focus was on curriculum and a strength of this program is research. Students will have transferable skills that can be taken into any field. Dr. Thatcher added that students in the program can lead any group in any environment in any goal; it is a leadership degree that just happens to be done in some of the most extreme environments.

Trustee Shih thanked Dr. Thatcher for the detailed proposal and inquired about accreditation. Dr. Thatcher said there are not a lot of accredited programs right now. The Association for Experiential Education is the main accreditor for these programs and last year put new guidelines in place for programs in universities. SOU will go through the accreditation process for both the graduate and undergraduate programs.

Responding to the trustee's further inquiry about cohorts who have to leave the program temporarily, Dr. Thatcher said it is not a long program, so people can commit more readily. However, situations can also be addressed on an individual basis.

Responding to Trustee AuCoin's inquiry, Dr. Thatcher thought the program would need



another Ph.D. FTE in 3-4 years. Dr. Walsh said they would go through the standard process to request new faculty. Responding to Trustee Vincent, Dr. Waters said the limitation on students with bachelor's degrees from other disciplines has been removed.

Responding to Trustee Vincent's inquiry, Deborah Lovern and Craig Morris clarified the specified tuition revenue includes both the undergraduate and graduate programs.

#### Undergraduate Degree Program: Health Care Administration

Dr. Walsh praised the hard work on this proposal of Drs. John King and Dan DeNeui and Jeanne Stallman. Dr. King stressed the highly collaborative process of developing this proposal with the university and the community. The proposal addresses market needs and interests. The program is designed to attract and serve two types of students: new students (a growth driver) and existing students in areas such as business administration or computer science.

Dr. King discussed the program outcomes, saying they are a synthesis of industry standards. Industry partners validated the workforce skills they wanted, then the interdisciplinary curriculum team developed a program to achieve the outcomes. This has yielded a program that reflects the balance of six departments. Of the sixty-one credits, all but eight are existing courses. Two new courses are being developed for this program and new faculty members already being hired will have the expertise to teach those. The program proposal is not dependent on additional new hiring at this point.

Trustee Steinman asked who industry partners are hiring right now to fill the jobs. Ms. Stallman provided an example: an SOU graduate with a major in health and PE is now a clinical manager at Providence. In response to the changes in healthcare and the importance of patient outcomes, Providence is partnering each clinical manager with an administrative manager to address this gap. Graduates from this new program could do both jobs.

Responding to Trustee AuCoin's inquiry, Dr. King said there is not another program like this at the other universities. Most programs and accrediting bodies in health management or health administration are at the graduate level and the accrediting bodies at the undergraduate level are on the clinical side. Regionally, there are programs on the clinical side but administrative programs do not target healthcare. Craig Switzler added that a lot of institutions have similar coursework similar to this proposal but not a program; they are either in business, health or science, but not health administration at an undergraduate level. Ms. Stallman stressed that other institutions will respond with similar programs, but this is responsive to SOU's region.

Trustee Shih thought a course on health economics would be necessary. Dr. King said one of the new courses is Evolution of Healthcare Industry and Policy, which is a placeholder for various topics such as health economics. Trustee Shih believed the curriculum was more focused on healthcare administration on an individual level rather than on an industry level. Responding to another comment from the trustee, Dr. King said the program will be accredited by NWCCU through the university's accreditation process. However, the program will not yet have a secondary professional organization. President Schott clarified that it is

mainly professional programs that have accreditation and most liberal arts programs do not.

Chair Sayre commended the staff and the university on their innovation.

#### Certificate Program: Wine Business

Dr. Greg Jones discussed the Wine Business Certificate. The state's wine industry has a \$3.1 billion impact on the state's economy through multiple avenues including tourism. Southern Oregon represents 25 percent of the overall statewide industry in terms of acreage, production and sales. There are over 100 wine producers and over 400 growers in the region. Dr. Jones works extensively in the wine industry at state and local levels and through research. The process is basically growing grapes, making wine and selling wine. The first two are easy but selling the wine is harder. Survey results came back saying help was needed on the wine business side.

Another piece is certifications students might need—certification requirements for OLCC, sommeliers and the Wine and Spirit Education Trust were examined. This led to the proposed 36-credit program, which would be in the business department. It will utilize coursework in place and some new courses. Current business students are likely to pursue the certificate but the program will bring in new students as well. Dr. Jones is also exploring the possibility of offering a badge through a modified offering.

Dr. Jones emphasized the “sip and spit law” that may come into play in the wine evaluation course, which would allow 18-21 year old students to taste wine in the course.

Responding to Chair Sayre's inquiry, Dr. Jones said there are two community colleges that offer two-year wine-related degrees. He has also had discussions with Linfield College, which is developing a similar program.

Mr. Morris added that two of the three program proposals presented address community needs and would bolster resident student numbers. If students graduate, it would help with the funding model. President Schott said these programs will take advantage of and be creative with existing resources while adding something new.

#### **National Survey of Student Engagement - Student Perception Survey**

Chris Stanek said SOU has contracted with Indiana University Center for Postsecondary Research for the administration of the National Survey of Student Engagement (NSSE). About 1,600 institutions use the survey. As of 2012, SOU administers the 47-question survey bi-annually.

It assesses student engagement but not student learning directly. It identifies aspects of the undergraduate experience that can be improved, quantifies the time and effort students put into their studies and measures how the institution deploys its resources, all from the student perspective. Questions are organized into main themes: academic challenge, collaborative learning, experiences with faculty, and campus environment.

The most recent survey is from winter 2016 and typically is administered to first-year

students and seniors. Seniors' response rates were higher than freshmen, at 31 and 21 percent, respectively. The latest report is on the Institutional Research site. President Schott said an important piece of context would be how the national response rate compares to SOU's; Trustee Santos said the national rate is 29 percent. To improve SOU's rate, President Schott suggested looking into strategies used at other schools.

Mr. Stanek highlighted some of the results for first-year students and compared responses from SOU students and those at COPLAC schools. He pointed out that SOU's average was significantly lower on the Supportive Environment category compared to other respondents. The greatest differences were that SOU students said they had more high impact practices and had more pages of assigned writing. Mr. Stanek then highlighted some of the results for seniors. SOU was above average in the Reflective and Integrative Learning category but lower in the Discussions with Diverse Others category. SOU seniors said they spent more time preparing for class, read more per week and had more pages of assigned writing. SOU and COPLAC seniors were about the same regarding high impact practices and being challenged to do their best work.

The level of challenge and time on task are positively correlated to persistence and success; the degree to which students are engaged impacts the quality of their learning. If SOU leverages the results to make changes, there may be improvements in the institution. SOU's changes have been in student life programming, aiding pedagogy and curriculum design, and assisting in advising and in faculty-student interaction.

Responding to Trustee Steinman's inquiry, Mr. Stanek said he is not aware of any survey on student engagement that targets the exact same students in year one and in year four. Trustee Shih asked if results are compared from year to year and, if so, what changes have been made. Mr. Stanek said he provides results to individual departments. Chair Sayre suggested having certain departments brief the committee on what they have done with the NSSE data.

President Schott asked if trustees found this high level presentation useful. Trustee Santos did but was concerned about the low participation. President Schott said she felt strongly that if you administer a survey, you need to use the results. Chair Sayre liked the presentation and thought it could help detect trends.

### **Future Meetings**

Chair Sayre advised the committee members that she anticipates they will have a short meeting on February 16, strictly to approve at least two of the curriculum proposals. The third, in health care administration, most likely would be reviewed in March. Chair Sayre explained that the curriculum proposals are brought to the committee early in the process to keep committee members informed as the proposals move through the approval process.

### **Adjourn**

Chair Sayre adjourned the meeting at 3:35 p.m.

# Public Comment

# Provost's Report

# **Graduate Degree Program: Outdoor Adventure and Expedition Leadership (Action)**



## Proposal for a New Academic Program

**Institution: Southern Oregon University (SOU)**

**College/School: Division of Education, Health and Leadership**

**Department/Program: Health, Physical Education and Leadership (HPEL) / Outdoor Adventure Leadership (OAL)**

**Proposed Degree and Title: Master of Outdoor Adventure & Expedition Leadership**

### 1. Program Description

**a. Proposed Classification of Instructional Programs (CIP) number:** 31.0601 Outdoor Education.

A program that prepares individuals to work as an educator, instructor or facilitator in parks, recreational facilities, camps and other outdoor settings. Includes instruction in leadership skills, wilderness survival skills, wilderness first aid, group processes, counseling techniques, environmental stewardship, risk management and instruction in adventure recreational activities such as rock climbing, backcountry skiing, backpacking, kayaking and canoeing.

**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 Department of Health, Physical Education, and Leadership provides a broad discipline approach for optimal promotion of health and wellness, human performance, recreation and leadership. The proposed Master of Outdoor Adventure & Expedition Leadership (MOAEL) aligns with our commitment to the quality of human life and maximizes the utilization of resources that already exist within our department, institution, community, and region. The proposed program is rigorous, with thoughtfully designed graduate level course offerings, and establishes and maintains high academic and professional standards for students pursuing a Master of OAE. We have outlined a curriculum that promotes exposure to critical concepts in outdoor adventure leadership through theory-based and experiential learning opportunities. In general, the curriculum has been designed to: 1) project breadth and depth in primary content; 2) engage students in applied, experiential, and community-based learning in the context of existing standards in the discipline; and 3) promote the development of lifelong learning, global stewardship and leadership within and outside the intended curriculum.

The MOAEL is designed to meet the needs of outdoor adventure leaders and educators in the regional, national, and international communities. This program targets outdoor educators and adventure leaders seeking a high-level graduate program with a strong foundation in theory and experiential learning to equip students with the interdisciplinary skills required to grasp and develop new concepts, technologies, methods and trends in the outdoor adventure leadership field. The MOAEL will provide outdoor adventure leaders with the experience, knowledge and tools needed to advance into leadership roles and shape the future of this dynamic field. Above all, students will grasp and embody the concept of the “explorer” mindset: being determined, resilient and inquisitive to meet the demands of a volatile, uncertain, complex and ambiguous world.

By completing the program, students will gain leadership skills associated with the outdoor and international environment and learn to transfer and redirect their abilities towards any endeavor. In short, MOAEL students will gain the skills to lead any group, in any environment, towards any goal. To achieve this objective, students will develop their own regional, national and international expeditions to gain key skill-sets that are critical for experiential leaders and modern day explorers. Our students will become leaders, activists and explorers; developing their own unique and innovative leadership styles to shape the future of the outdoor adventure industry and tackle the unstable, inexact, multifaceted, and unclear obstacles and challenges associated with any transformational expedition

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

**i. Admission Criteria**

- Bachelor degree from an accredited institution with a degree in outdoor adventure leadership, outdoor education, adventure education, experiential education, outdoor recreation, or other relatable degree. May substitute professional/personal experience if degree is not in an appropriate field of study.
- Official copy of academic transcripts and minimum undergraduate GPA of 3.0 (4.0 scale) of last 90 credits.
- Three letters of recommendation that specifically evaluate academic and/or professional skills and abilities to pursue graduate studies in the adventure programing discipline.
- Personal statement (1000 words maximum) describing the nature of the student’s interest in OAEL, their teaching and guiding philosophy, academic and work objectives, and explain how the Master in OAEL will help the student fulfill those interests and objectives. This writing piece should include references in APA style and will serve as a writing sample.
- Submission of copies of all professional, state, national, and international certifications and certificates, such as American Mountain Guide Association (AMGA), American Canoe Association (ACA), Professional Climbing Instructor Association (PCIA), Professional Association of Diving Instructors (PADI), Rescue 3 Int., American Institute for Avalanche Research and Education (AIARE), and Leave No Trace Master Educator (LNT), etc..
- Demonstrate adventure sports skills, leadership experience and potential for success through submission of a statement of purpose, a resume, and a logbook of appropriate experience.

**ii. Proposed Curriculum for Master in Outdoor Adventure & Expedition Leadership**

**Fall Year 1**

OAL 511: Self-Assessment for Adventure Practitioners	1
OAL 512: Adventure Leadership & Philosophy	4
OAL 525: Research Methods in Adventure Programing	4
Electives:	<u>2-4</u>
<b>Total</b>	<b>11-13</b>

**Winter Year 1**

OAL 526: Outdoor Adventure Risk Management	4
OAL 515: Expedition Planning	4
OAL 503: Thesis	1
Electives:	<u>2-4</u>
<b>Total</b>	<b>11-13</b>



**Spring Year 1**

OAL 509: Guiding Field Practicum	9
OAL 503: Thesis	<u>1</u>
Total	10

**Summer**

OAL 545: International Expedition Experience	<u>9</u>
Total	9

**Fall Year 2**

OAL 503: Thesis	4
OAL 575: Critical Reflection	4
Electives:	<u>2-4</u>
Total	10-12

**Total Coursework Credits: 51-57**  
**Core Courses Credits: 45**  
**Elective Courses: 6-12**

**Elective/Recommended OAL Classes:**

OAL 505: Reading and Conference	1-8
OAL 507: Seminar	1-8
OAL 510: Special Topics	1-8
OAL 530: Outdoor Survival	3
OAL 533: Outdoor Adventure Literature	3
OAL 535: Adventure Writing and Photography	3
OAL 552: Minimal Impact Adventuring	3
OAL 554: Adventure Therapy	3
OAL 565: Adventure Skills Facilitation	1-8
OAL 570: Environmental Physiology	3
OAL 576: Experiential Leadership Development	3
OAL 580: Swiftwater Rescue Technician Level 1	2
OAL 581: Technical Rope Rescue	2
OAL 582: Swiftwater Rescue Technician Advanced	2
OAL 583: Avalanche 1	2
OAL 595: Outdoor Pursuits Field Experience	6

**Elective Non-Major Classes:**

BA 579 - Small Business Start-up and Management	4
BA 580 - Nonprofit Theory and Leadership	4
BA 583 - Sustainability Leadership	4
BA 592 - Working with Emotional Intelligence	4
COMM 507 - Seminar on Creative Entrepreneurship	1-4
COMM 555 - Conflict Resolution	4
COMM 556 - Negotiation	4
COMM 560 - Topics in Communication	4
COUN 571 – Counseling Theory	4
COUN 502 – The Helping Relationship	4

COUN 574 – Group Counseling	4
COUN 575 – Crisis Intervention	4
EE 524 - Concepts in Environmental Education	3
EE 526 - Trends in Environmental Education	2
EE 528 - Environmental Issues	3
ES 523 - Sustainability and Natural Resources	4
ES 537 - Conservation in the United States	4
ES 539 - Land Use Planning	4
ES 542 - Valuation of Ecosystem Good and Services	4
ES 582 - Climatology	4
LEAD 588 - Cultural and Organizational Leadership	3-4
PSY 535 - Environmental Psychology	4
PSY 537 - Creative Thinking	4
PSY 538 - Group Dynamics	4
PSY 539 - Group Facilitation and Assessment	4
PSY 540 - Organizational Development	4
PSY 543 - Process of Behavioral Change	4
PSY 548 - Mediation and Conflict Management	4
SOAN 552 - Global Environmental Movements	4

1. **OAL 503: Thesis for OAEL.** The master’s thesis must demonstrate evidence of scholarly study and writing and contribute to the knowledge base of Outdoor Adventure Leadership. Students will conceptualize and design their thesis over an entire year, starting with the research methods course, and continuing in winter and spring quarter, and finishing up the following fall quarter. The final draft will be a well-written including a comprehensive literature review, the theoretical approach, the plan for data collection and analysis, and a presentation of the findings. Students will present a poster presentation at a professional conference in the Fall. (Need a total of 6 credits, 1 credit Winter, 1 credit Spring, 4 credits Fall year 2)
2. **OAL 509: Guiding Field Practicum.** This course will provide practical experience for implementing the the core principles of adventure programing, addressing aspects of leadership, planning, implementing risk management protocols, and designing appropriate outcomes. Students enrolled in this class will help design and lead the Spring undergraduate intensive quarter. (9 credits, Spring)
3. **OAL 511: Self-Assessment for Adventure Practitioners.** This course provides OAEL graduate students the opportunity to self-examine the physical, mental, spiritual, technical, and strategic values necessary for self-growth as adventure educators, guides and leaders. Students will design and implement a plan to overcome areas discovered from the self-assessment. Specifically, this course will examine the entire OAEL curriculum to provide a blueprint for achieving personal goals. (1 credits, Fall)
4. **OAL 512: Adventure Leadership and Philosophy.** This course studies the core aspects of adventure leadership though history, principles, practices and ethics. The course explores informed decisions making, communicating effectively, group dynamics, and development theory to cultivate a set of ideals transferable to any adventure endeavor. Students will understand the relationship between leadership, risk management, and planning, all foundational components to adventure programing. (4 credits, Fall)

5. **OAL 515: Expedition Planning.** This course considers the explicit planning process for expeditions, including identifying goals, cultural competency, organizing the team and coordinating logistics. Relevant to all levels of adventure, the planning component is a clear and deliberate process designed to implement the core tenets of the expeditionary mindset. Students will be responsible for creating short, medium and long duration adventures and apply the concepts to the Spring OAL Undergraduate Intensive quarter and Summer International Expedition. (4 credits, Winter)
6. **OAL 525: Research Methods in Adventure Programing.** This course will focus on research methods designed to develop a graduate level thesis based on sound qualitative, quantitative or mixed methods research. This course will involve travel to and attendance at a professional conference such as AORE or AEE to gain a better understanding of the current issues in outdoor adventure leadership with a particular emphasis on the leading research in the industry. (4 credits, Fall)
7. **OAL 526: Outdoor Adventure Risk Management.** This course exams risk management, insurance, and law from both an historical and contemporary viewpoint. Students will explore tort liability, relevant case law, risk evaluation, legal management strategies, and the principles of waivers and releases. As a main way of mitigating potential incidents, this course understands risk management as a central component of expeditionary thinking. This course concludes with the development of a comprehensive risk management plan. (4 credits, Winter)
8. **OAL 535: Adventure Writing and Photography:** Students in this course will expand their writing and photography reporting skills and explore new ways to tell stories across multimedia platforms. Students will review and analyze examples of adventure journalism and gain technical skills in photography and point of view videography, learning how to apply these skills and knowledge in their course work. Through this course, students will learn about the appropriate use of digital platforms to present and share their work and will gain experience in blogging and social media for journalistic purposes. Students will learn how to pitch their adventure pieces to media outlets for publication. (3 credits, Winter) Elective
9. **OAL 545: International Expedition Experience.** This course is a required international expedition that will involve the entire OAEL cohort. In conjunction with OAEL faculty, the students will utilize the expeditionary process to plan and execute a non U.S. based expedition. The course will incorporate and demonstrate planning, risk management, cultural competency, and leadership skills acquired from the graduate theory and practicum courses. (9 credits, Summer)
10. **OAL 565: Adventure Skills Facilitation (1-6 Credits).** Students will help facilitate undergraduate activity courses in the areas of backcountry skiing, mountaineering, wilderness navigation, whitewater kayaking, whitewater rafting, rock climbing, etc. (Fall, Winter Electives)
11. **OAL 575: Critical Reflection:** An essential component of adventure learning includes thinking critically about the learning objective of an adventure course or expedition and analyzing emotional responses to the experience, with the aim of connecting the learning to the experience. This reflective experience will exam the entire graduate process for each

student, encouraging connecting the experience to academic content, considering multiple viewpoints, making perceptive observations, cultivating students' awareness of themselves and their environment, and engaging the whole person. The reflective process ultimately creates a learning environment in which student can share and construct their own sense of understanding. Students will work with the incoming cohort to share their ideas and experiences. (4 credits, Fall year 2)

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

The Master in OAEL will incorporate a cohort model with a new cohort starting every Fall quarter and progressing through the academic program together. The cohort model fits perfectly with the expedition mindset where teams engage in tightly-knit learning communities of 10-12 students, encouraging members to think deeply, participate actively, and work collaboratively towards a common goal. The cohort model in higher education is increasingly popular and the benefits are innumerable, particularly in the outdoor adventure realm. Cohorts are inherently student-centered, and designed to elicit collaboration, as each cohort member acts as the leader and learner; and students are encouraged to support everyone's contribution to the group. Members build strong bonds through shared learning experiences, reflective in-depth group discussions, and an intense and demanding extended international expedition.

Cohort members also build professional relationships extending well beyond the classroom and graduate experience, helping students' career development and professional advancement. The cohort model enables more efficient administration, with non-competitive course enrollment, helping administrators predict revenue sources and expenditures.

MOAEL courses will be offered on SOU's main campus, off-campus, nationally and internationally. The course of study will consist of five consecutive quarters, starting in the fall and ending the following fall, and including the summer quarter. Fall quarter will include a comprehensive self-assessment course, a graduate level research methodology course, and an adventure leadership course. Winter quarter will include two more theoretical courses, focusing on adventure programming and risk management. During the winter, students will apply course content to planning the intensive spring undergraduate course and planning their summer international program. Spring quarter will involve helping to guide and teach undergraduate OAL students during the intensive spring quarter. Summer quarter will include a five-week international expedition.

The second fall quarter will comprise reflection, including a final thesis that will involve a public presentation that synthesizes students' graduate study experience. Students will also take six to twelve elective graduate courses during both fall quarters and the winter quarter. The program will incorporate technology, utilizing Moodle, and developing online content for professional web sites.

**e. Adequacy and quality of faculty delivering the program**

Core faculty for the Outdoor Adventure Leadership degree are: Senior Instructor Adam Elson, Senior Instructor Erik Sol, Assistant Professor Chad Thatcher, and Professor Jamie Vener.

In terms of quality, the faculty in the OAL are particularly strong, with numerous years as guides, experience teaching technical and interpersonal skills, and substantial experience leading international expeditions. Our faculty have multiple international and national certification in various fields such as

Wilderness and Remote First Aid (American Red Cross[ARC]), Avalanche I (American Institute for Avalanche Research & Education[AIARE]), Ski/Snowboard Instructor (Professional Ski Instructors of America[PSIA]/American Association for Snowboard Instructors[AASI]), Swiftwater Rescue Technician I (Rescue 3 International), Technical Rope Rescue: Technician Level (Rescue 3 International), Swiftwater Rescue Technician Advanced (Rescue 3 International), Open Water Diver (SCUBA Educators International[SEI]/Confédération Mondiale des Activités Subaquatiques[CMAS]), Advanced Open Water Diver (SEI/CMAS), Dive Rescue and Accident Management (SEI/CMAS), Divemaster (SEI/CMAS), Open Water SCUBA Instructor (SEI/CMAS), Open Water SCUBA Instructor Trainer (SEI/CMAS) Whitewater Kayaker Level 1-4 (American Canoe Association[ACA]), Leave No Trace (Center for Outdoor Ethics), and Leave No Trace Instructor (COE).

Chad Thatcher, PhD, is an assistant professor in the Outdoor Adventure Leadership (OAL) program and has taught and guided in the outdoor adventure world for 27 years. He has been with the program since the fall of 2015. Most recently, he directed the Colorado Mesa University Outdoor Program and taught courses for the Kinesiology department. He currently teaches Backcountry Skiing, Avalanche Rescue, Adventure Programming, Adventure Therapy, Wilderness Survival, Research Methods in OAL, Adventure Writing and Photography, Wilderness First Aid, Sea Kayaking, Whitewater Kayaking, Whitewater Rafting, Wilderness Navigation, and Expedition Planning. Chad's expertise includes international expedition planning, having taught and led 31 international expeditions to 54 countries, ranging from three to ten weeks in length. Chad received his BA in History and Spanish from Portland State University (2000), his Master of Education from PSU (2002), and his PhD in Sustainability Education from Prescott College (2010). His doctoral dissertation, titled *International Learning Adventures: A Phenomenological Exploration of International Backpacker Style Study Abroad*, focused on sustainable transformations through adventure expeditions. Chad is an avid writer and photographer, having published over 70 articles and 200 photos, ranging from how to rock and ice climb to whitewater kayaking the headwaters of Amazon and climbing Denali and Aconcagua.

Erik Sol is a senior instructor in the OAL degree program and has been at SOU for 12 years, including five years as the Outdoor Program Coordinator, and seven years as a faculty member. Erik has professionally guided and instructed for the past 25 years in various outdoor fields, particularly as a whitewater rafting guide, which has taken him to Nepal, Tibet, India, New Zealand, Chile, and various locales throughout the United States. He is a Rescue 3 International Swiftwater and Technical Rope Rescue Instructor and teaches Backcountry Split-Boarding, Wilderness First Responder, Avalanche Rescue, Whitewater Rafting, Ski and Boat maintenance, Minimal Impact Adventuring, Rock Climbing, Outdoor Living skills, Practicum, Capstone projects and Expedition Planning. Erik received his BS and Master of Arts degrees at SOU. His MA is in Interdisciplinary Studies with concentrations in Health, Physical Education, and Education.

Adam Elson is a senior instructor in the OAL degree program and has taught at SOU since 2005. As one of the chief designers of the OAL curriculum, he has been a part of the program since its inception in 2008. Adam has professionally guided for 25 years in various fields, including whitewater rafting, climbing, sea kayaking, backpacking and mountain biking. He lived in New Zealand for two years working at the Outdoor Pursuit Center which focused on delivering adventure education for grades 2-12, working mainly with high school students. He also led university adventure education groups on eight-week expeditions throughout New Zealand and Australia for several years. Adam is also a certified SCUBA Diving Instructor Trainer, having worked and dived in Hawaii, the Great Barrier Reef and SE Asia. Adam is currently serving as the OAL Program Coordinator, and teaches Outdoor Living Skills, Wilderness Navigation, Adventure Literature, Adventure Programming, Sustainability in Outdoor Programming, Advanced Techniques in Adventure Leadership, Expedition Planning, Mountain Biking, Whitewater Kayaking, Whitewater Rafting, Sea Kayaking, Backcountry Skiing/Splitboarding, Mountaineering and Avalanche Awareness & Rescue. Adam received his Bachelor of Science in Physical Education from New

Mexico State University and his Master of Arts in Teaching from Pacific University. His focus in his Master's program was on experiential education

Jamie Vener PhD is a professor and the chair of the Health, Physical Education, and Leadership program. Jamie was instrumental in creating the OAL undergraduate degree and currently teaches Environmental Physiology, Nutrition, Program Evaluation, and Health and Society. Jamie has published in many journals and her research focuses on women's self-worth and physical activity. Jamie has significant expertise in scuba diving and spearfishing . Jamie received her BS from U.C. Davis, her Master of Science in Kinesiology from U.C. Fresno, and her PhD in Exercise Sport Science from the University of Utah.

Elective graduate classes will be taught by other qualified faculty from departments across campus. The list of elective courses incorporates a wide range of subject areas, including business, communication, education, environmental education, environmental science, leadership, counseling, psychology, and social anthropology. In this manner students will be able to engage in cross-disciplinary studies outside their cohort group, incorporating other perspectives and ideas into the OAEL program.

The program is designed to operate with existing faculty but as enrollment grows, we anticipate the addition of a one-FTE, doctoral holding faculty member. Southern Oregon has an appropriately credentialed pool of adjunct faculty that will help out with undergraduate courses.

**f. Faculty resources: full-time, part-time, and adjunct:**

The Outdoor Adventure Leadership faculty resources include four full-time faculty members, with support from the Health, Physical Education and Leadership program, in addition to support from the Education program. The Psychology, Environmental Education, Communication, Business programs provide the non-major elective courses. The OAL degree also employs adjunct faculty. We will need a designated graduate coordinator with eight ELUs of release.

MOAEL Coordinator General Roles and Responsibilities:

- General oversight and maintenance of programs
- Chair MOAEL committee
- Oversee annual program assessments (Annual Learning Assessment and Program Exit survey)
- Finalize and communicate program groups, registration, and calendars
- Coordinate recruitment and retention of students
- Advise Chair on hiring and ongoing support and mentoring of adjunct faculty
- Advise with faculty loading and assignments
- Review and revise program calendars, handbooks, policies and procedures - coordinator with office staff
- Monitor schedules, room assignments, posting of courses, etc. – coordinator with office staff
- Coordinate technology needs of faculty and adjuncts (Bb, VTEL, Banner, etc.) – consult with Coordinator of Professional Development (Angela H)
- Coordinate with office staff on application process and procedures
- Advise Placement Coordinator on field placements
- Work with cross-campus faculty / programs
- Represent programs on TEC and Consortium
- Assign advisees to faculty within specific programs
- Work with Chair in planning summer international sessions

- Coordinate course offerings
- Point-of-Contact for:
  - Program inquiries
  - Admission and Retention (chain of communication, monitoring entry/exit, etc.)
  - Representation of Programs (Preview Day, Graduate Fair, etc.)
  - Chain of communication (grievances, issues with students, etc.)

**g. Other staff:**

**Administrative Assistant:** A part-time (0.25 FTE) staff will manage administrative duties for the Program. This position could be added onto an existing office coordinator position. We have examples in other departments such as the Psychology Office Assistant, where a single person helps coordinate both an undergrad and graduate position.

**Graduate Assistants (GA):** To attract high quality graduate candidates, we will be offering two to three Graduate Assistant positions during each academic year. The GAs will help facilitate the undergraduate program by helping with classes, maintaining gear, logistics, developing curriculum, and bringing valuable experience to the overall program. The GA positions will include a tuition remission and stipend.

**h. Facilities, library, and other resources:**

The SOU Hannon Library's holdings were assessed for adequacy in Winter 2016. The SOUL resources were judged by library staff to be adequate to support the Master in Outdoor Adventure and Expedition Leadership program. The Hannon Library had access to specific key journals and e-journal that included subjects pertinent to the MOAEL program such as subscriptions to *The Journal of Outdoor Recreation, Education, and Leadership*, and *The Journal of Outdoor Recreation and Tourism*.

**i. Anticipated start date:**

Fall Term 2017.

**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:**

Alignment with University Mission, Vision, and Goals:

The proposed program in MOAEL is closely aligned with the mission, vision, and goals of Southern Oregon University, as stated below:

Mission: "The University is a vital partner in the healthy development of its region and state in association with civic, national, and international engagements."

Vision: "It is distinguished regionally and nationally in practical liberal learning at the intersection of the liberal arts and sciences and the professions, where learners gain the foundation for long-term career agility and informed civic leadership."

Goal: "Forge partnerships that best achieve our vision and seize opportunities that benefit the region and state."

Goal: "Focus on contemporary societal needs and regional strengths for liberal learning, practice and scholarship."

Goal: "Strengthen our human, physical, and technological infrastructure, focusing on Ashland and Medford."

SOU has a tradition of regional service. The proposed program offering is aligned with this commitment, contributing to the regional labor resource, and offering place-bound students programming that is not currently offered at SOU or in the state. The increased practicum and service learning opportunities for students build partnerships, and by utilizing and augmenting our region's resources, and providing well-trained professionals for the workforce, this initiative enables SOU to fulfill its mission, vision, and goals.

The HPEL Program's mission and vision reflect its current phase of intentional growth and expansion. The program also seeks to recruit faculty who will increase the recruitment and retention of students. Specifically, this proposed Master degree program is part of a broader vision for the program and aligns with the mission of SOU both now and for the future.

Administrative support for our strategic focus, and the role of the Master of in OAEL is also consistent with the overall mission and goals of the institution. In addition, the proposed program contributes to long-term goals and strategic planning of the institution in the following ways:

- SOU has recently faced enrollment challenges. This new graduate program will draw students to campus. We expect that many of these students will be from the region or be place-bound students. SOU serves a large group of such students, including 54 percent of its current student cohort comprising residents of southern Oregon, and recent increases in students from Jackson and Josephine counties), and 25 percent comprising non-traditional students, and California students through WUE.
- Due to significant student demand, the popularity of non-academic Outdoor Programs and academic degrees throughout the nation, and the minimal cost it would take to develop this master's program, this would be a proactive endeavor for SOU with significant potential to attract high-level graduate students.
- There are many businesses, non-profit agencies, and government entities in the region associated with outdoor recreation. This program would allow for more community outreach and partnerships through student practicum and service learning opportunities.
- According to recent statistics and predictions, many job opportunities nationwide are available in outdoor recreation. SOU and the HPE program will prepare students to meet this rising demand.

**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:**

Oregon is rich with natural resources and the OAEL program will prepare students to utilize these resources in a non-extractive manner. Graduates can pursue vocations in areas of adventure services, outdoor recreation leadership and management, tourism, camp management, adventure therapy, parks



and recreation services, guide services, adult and youth recreation, adventure programming, and environmental stewardship to name a few. These jobs need Oregon's vast natural resources and Oregon needs a well-trained workforce to help preserve these resources for future generations.

To help fuel innovation and creativity in the outdoor recreation field, we will need sound research to contribute to the body of knowledge surrounding outdoor adventure. By introducing Oregon's first graduate program in outdoor adventure leadership, SOU graduates will push the envelope in this ever evolving field.

On a very local level, SOU students will live in and experience a community that embraces the tourism and outdoor industry. Surrounded by mountains, the Siskiyou-Cascade National Monument, the Rogue and Klamath Rivers, and Mt. Shasta and Crater Lake National Park, Ashland supports a plethora of outdoor activities from skiing and whitewater kayaking to mountain biking and mountaineering. SOU was also recently recognized by Backpacker Magazine as the sixth best Adventure University in America. The region supports a host of rafting companies, guide services, outdoor schools, mountain bike shops, the United Bicycle Institute, and other interests that serve and support the thriving outdoor industry. These include Sawyer Oars, local outdoor stores such as Ashland Outdoor Store and Mountain Provisions, Mt. Ashland Ski Resort and a host of national outdoor retailers such as REI, Sportsman's Warehouse and Field & Stream. Several prominent non-profit agencies, such as Rogue River Keepers, engage matters related the outdoor and adventure industries. The SOU Outdoor Adventure Leadership students currently get hands-on practicum experiences with local outdoor related businesses and other entities, creating lasting relationships and connections.

The expected impacts of this program include:

- Advancing the goals of SOU's recent academic restructuring to utilize the skills and availability of current faculty in a more effective way. This includes effective utilization of a recent OAL professorial track hire with significant experience in outdoor recreation education and expeditionary pursuits.
- Attracting new students to SOU, due to the unique nature of this degree and the region.
- Strengthening community partnerships and driving the development of new regional and global partnerships.
- Facilitating transfer from the many regional and national institutions offering degrees in outdoor recreation and related areas of study.
- Addressing educational and economic needs in Oregon and provide better-prepared students for the workforce.
- Leveraging and enhancing the outdoor recreational resources of the region, including abundant access to regional mountain ranges, coastal sectors, rivers, parks and monuments (Siskiyou, Klamath, Marble, Russian and Cascade Mountains, Klamath Basin, Rogue Valley, Valley of the Rogue State Park, Lassen National Park, Crater Lake National Park, etc.).

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

- Improve educational attainment in the region and state;
- Respond effectively to social, economic, and environmental challenges and opportunities; and
- Address civic and cultural demands of citizenship

Currently, students in Oregon must leave the state to seek graduate programs in the field of outdoor leadership, making access to such programs difficult for underserved populations. SOU would provide a regional solution to statewide goals of promoting the outdoor and tourism industry and providing a well educated and experienced work force. Southern Oregon University will be the only institution in the Oregon HECC system offering a Master's degree in the outdoor leadership discipline and one of only a dozen universities across the country, with only two programs in the Western United States.

Outdoor Recreation falls within the tourism sector of Oregon's economy and according to the Oregon Tourism Commission, 95 percent of Oregonians believe the industry is important to Oregon's economy, contributing 8.8 billion dollars in direct visitor spending in 2011. In addition, 82 percent of Oregonians see tourism as environmentally friendly, and 70 percent believe the industry improves the state's quality of life. In addition, 66 percent of Oregonians voted for Measure 99 insuring funding for Outdoor School Education. The outdoor and tourism industry benefits all regions of Oregon, especially in rural counties.

MOAEL graduates would be particularly prepared for the Outdoor Recreation component of the tourism industry. The Outdoor Industry Association reports that states such as Utah, Colorado, and Washington have recognized outdoor recreation as a core priority for the health of their citizens and economy, creating and investing in high-level positions charged with the dual role of supporting the outdoor industry and improving outdoor recreation opportunities in the state. No doubt Oregon will be appointed a similar position in the near future. Oregon Oregon Senator Ron Wyden and Representative Earl Blumenauer introduced in 2015-2016 the "Recreation, Not Red Tape Act" to help remove barriers to outdoor recreation, making it easier for more Americans to get outdoors and enjoy its benefits and generate jobs. The bill states that, "Congress supports the creation of outdoor recreation sector leadership positions within the economic development offices of States or in the Office of the Governor to guide the growth of this sector." In addition, in December 2016, President Obama signed into law the Outdoor Recreation Jobs and Economic Impact Act, recognizing the outdoor recreation industry as a significant economic driver and instructing the Department of Commerce to assess and analyze the U.S. outdoor recreation economy, which supports an estimated six million jobs and \$646 billion in economic activity. These trends clearly demonstrate commitment to the outdoor recreation economy.

### **3. Accreditation**

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

The Association of Experiential Education (AAEE) developed the first industry-accepted professional evaluation program for experiential and adventure programs. Its newest Accreditation Standards book includes a new section for programs that are part of a university undergraduate or graduate program.

#### **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.**

The OAL is just now starting the process of accreditation. After nine years of operation, and with the addition of a new faculty member, the program now has the time and experience to start the process of accreditation. OAL graduate students will be a vital part of completing the accreditation process, giving the students hands on experience with the accreditation process

- 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.**

The undergraduate program is not accredited and will start the process during the winter of 2017-18.

- 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**

The OAL program has recognized a need for accreditation and is currently aligning curriculum goals with the American Association of Experiential Education standards.

#### **4. Need**

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

We anticipate enrolling 10-12 students for each cohort at roughly nine credits each term, yielding approximately 90-108 FTE for Fall 2017.

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

We anticipate conferring approximately 40 - 60 degrees (cumulatively) by the fifth year. To minimize attrition in the program, we will work closely with students to provide mentoring and financial support.

- c. Characteristics of students to be served:**

We anticipate all enrollment of resident/nonresident/international/ traditional/ nontraditional and full-time students.

- d. Evidence of market demand:**

##### **National Data:**

Only ten graduate outdoor/adventure education degree programs exist in the United States, with only two programs in the West: one at Alaska Pacific University in Anchorage and the other at Prescott College in Arizona. However, approximately 112 undergraduate and 12 associate programs in adventure/outdoor leadership exist across the U.S., six of which are located in Oregon, (three undergraduate programs with one at Southern Oregon University, another at Oregon State University's Cascade campus in Bend, and a minor offered at Pacific University). Central Oregon Community College, Rogue Community College and Mt. Hood Community College each offer associate degrees with articulation agreements with SOU. Many of these students desire to further their scope of adventure leadership through research, innovation and experiential programs. In addition, thousands of potential graduate students across the nation have participated in college outdoor programs, combining their undergraduate studies with extensive outdoor experience leading adventures for organizations like Portland State's Outdoor Program and the University of Oregon's Outdoor Program. Even more have professionally guided in the adventure industry and seek further education in the outdoor adventure leadership realm.

According to the Outdoor Industry Association 2012 report, each year Americans spend \$646 billion on outdoor recreation, creating 6.1 million jobs, \$39.9 billion in federal tax revenue, and \$39.7 billion in state and local tax revenue. In Oregon outdoor recreation generates \$12.8 billion in consumer spending, 141 thousand direct Oregon jobs, \$4 billion in wages and salaries, and \$955 million in state and local tax revenue. Thousands of jobs exist in the outdoor industry with many requiring a master's degree. Southern Oregon University, with a well-established 9-year Outdoor Adventure Leadership undergraduate program, qualified faculty, graduate assistant positions in the the OAL degree and university Outdoor Program, abundant natural resources, and a thriving outdoor industry, is uniquely situated to meet the higher education needs that currently exist.

National trends also reflect these figures. In 2012, it was estimated that Americans spent approximately \$524 billion on trips and travel with a growing emphasis on diverse adventure travel (Outdoor Industry Report, 2012). The field of outdoor recreation will increase by 10% (faster than the average) over the 2014-2024 timeline as compared to all other occupations in the U.S. In 2014, there were approximately 379,300 jobs in this sector in the U.S. (U.S. Occupational Outlook Handbook, 2014).

For perspective, globally, "..... The recreation industry generates in excess of \$1 trillion dollars in consumer spending. This spending has developed new career opportunities, new companies, expanded travel and tourism, increased requirements on community based recreation services, and more programs and activities to satisfy the consumer " (California State University, Fresno, Leisure Services Management website, 2006).

#### **Regional and State Data:**

The MOAEL program would be the only program of its kind offered in Oregon. The most recent data in the industry, according to the Oregon Parks and Recreation Department Statewide Planning report, states that participation in the following recreational activities has increased significantly between 1987 and 2002: Downhill Skiing up 2775%, Snowmobiling up 1732%, Horseback Camping up 269%, RV/Trailer Camping up 239%, non-motorized boating up 230%, Nature/Wildlife Observation up 226%, Backpacking up 168%, Boat Fishing up 89%, and Day Hiking up 40%. From: Oregon SCORP; <http://www.oregon.gov/OPRD/PLANS/SCORP.shtml>

Our graduates will be uniquely prepared for the increased participation rates across the state.

**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).**

There are no current master's degrees in outdoor leadership in Oregon.

**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?**

The data suggest that the need for professionally prepared and certified workers in the field will grow significantly in the coming years. It is critical that state and regional academic institutions like SOU be proactive and foresighted in their planning and programming. We feel that it is imperative that we offer this program at this time in order to effectively meet the needs of our state and region in the face of ever increasing outdoor recreation user trends.

Analysis of Career Opportunities in OAL/Recreation: The following is a sampling of the types of numerous professional opportunities available in outdoor recreation and related fields:

- Recreation Leader or Superintendent
- Recreation Specialist or Supervisor
- Recreation Programmer
- College or University Outdoor Program Director
- Grade School Outdoor Program Coordinator
- Special Events Planner
- Survival Instructor
- Military Recreation Director
- Director of Parks and Recreation
- Outdoor Retail Manager
- Adventure Photographer and Writer
- Recreation Center Director
- Natural Resources Manager
- Correctional Recreation Director
- Community Recreation/Recreational Sports Director
- Wilderness Therapy Director
- Leisure and Fitness Director for the Elderly
- Wilderness Expedition Director
- Rafting/Mountaineering Guide
- Ski Instructor
- Travel and Tour Director
- Resort, Hotel, Motel Manager
- Camp Director

## **5. Outcomes and Quality Assessment**

### **a. Expected learning outcomes of the program:**

- Students will be able to analyze key technical and interpersonal skills required for the outdoor adventure and expedition leadership industry.
- Students will be able to develop risk management procedures commonly used during outdoor activity facilitation.
- Students will be able to examine and apply the core tenets of the expeditionary mindset which include planning, risk management, and leadership.
- Students will be able to generate a critical question within the OAL field and design a thesis that investigates the question.

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

We have identified learning outcomes that are program specific and also support and align with the university mission and foundational goals. We will utilize campus resources, CIS, Tracdat and embedded assessment techniques.

Instruction will be varied as the program is dynamic and is designed to maximize the use of internal and external resources, offering comprehensive coursework in outdoor leadership, outdoor recreation

management, adventure planning, tourism, risk management, stewardship, conservation, and preservation. In addition, the curriculum has been designed to facilitate a variety of certification opportunities in the outdoor recreation profession. Several classes and components of classes within the curriculum are delivered using non-traditional formats (i.e., predominantly experiential-based learning in field settings) and occur during non-traditional times (i.e., over breaks and on weekends). The utilization of alternative scheduling facilitates extended stays in the wilderness that intensify learning. Outdoor experiential learning is intended to facilitate learning through instructor-oriented, student-oriented, and environment-oriented (physical and social) mechanisms. Activities include small group and solo experiences that foster communication, leadership, problem solving and outdoor skills and enhance judgment and environmental awareness while fostering core learning outcomes.

Evaluation methods vary across the curriculum and include traditional, non-traditional, qualitative and quantitative approaches.

Students are evaluated through a variety of formative and summative assessment strategies:

- Written and oral examinations
- Land and water skill-based examinations
- Professional leadership portfolio development and presentation
- Peer evaluation
- Student and faculty self assessment
- Project/research/experiential-based cooperative learning
- Collaborative group and individual presentations
- Population-specific adventure and outdoor programming evaluation
- Field-based observations, conferencing
- Risk Management and safety competencies
- Research papers
- Reflective inquiry process, self study, multiple-levels of learning processes

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

- Well-informed publications in disciplinary and/or interdisciplinary journals and books
- Advising and mentoring Expedition Leadership students
- Participation in professional meetings, conferences, and workshops that pertain to Outdoor Adventure Leadership
- Funding for research and outreach activities
- Advancing national and international certification relevant to the OAL field
- Involvement and leadership in local, national, and international organizations and committees that further support OAL and global stewardship

**6. Program Integration and Collaboration**

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

Currently, no graduate program in Outdoor Adventure Leadership is offered in Oregon. SOU offers a comprehensive Outdoor Adventure Leadership undergraduate degree that will be integrated with the graduate program during the intensive spring semester and several split level courses. OSU Cascade

offers an undergraduate degree in Tourism and Outdoor Leadership. Students from both programs could potentially apply for the MOAEL graduate program.

**a. 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.**

This program will complement but not compete with, the OSU Cascade Campus and Central Oregon Community College by offering a graduate program for students graduating with a Tourism and Outdoor Leadership Degree.

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

NA

**c. Potential impacts on other programs.**

Based on initial communication with existing Oregon Universities and Colleges, no negative impacts have been identified at this time.

## **7. External Review**

In accordance with guidelines for external review of new graduate programs, three experts from the field were identified and brought to campus in November 2016. Following their site visit, the review members prepared and submitted comprehensive review of the program proposal (appended).

External review members were:

Dr. Rick Medrick, Professor Emeritus from Prescott College. He helped develop the Graduate Adventure Education program at Prescott College. Rick is the founder and has been executive director of Colorado-based Outdoor Leadership Training Seminars (OLTS) since 1973. He has also run the eight-month Outdoor Growth and Leadership Training Seminar to train outdoor leaders with intensive skills instruction, training in group process and facilitation skills, and exploration of issues and processes related to deep ecology, ecopsychology, and personal transformation. He founded and ran Arkansas River Tours, worked as an Exum mountain guide (Tetons), and has been a PSIA-certified ski instructor for over 35 years. He also served as an instructor and director for the Colorado Outward Bound School. He is currently graduate faculty for Adventure Education in Prescott College's Master of Arts Program, the PhD Sustainability Education Program and sponsor for a site-based group in Colorado. He has a B.A. in philosophy and literature from Dartmouth and a doctorate in humanistic psychology and experiential education from the University of Northern Colorado. He served as a Peace Corps Volunteer in East Africa. He has practiced and taught tai chi for 25 years and incorporates Taoist perspectives, tai chi, and meditation into teaching climbing, skiing, and leading other wilderness pursuits. He has designed numerous programs and retreats for corporate groups and other populations.

Dr. Michael Gassner, Assistant Professor from OSU Cascades teaches and conducts research in the area of outdoor recreation, outdoor adventure education and outdoor leadership. His specific research interests are the long-term benefits of outdoor adventure programs and the history of outdoor adventure education programs in Asia and Southeast Asia. He teaches courses in outdoor and adventure education, experiential education, and risk management. He has been involved with outdoor adventure education programs for over 15 years and has lived and worked in the U.S.A., Sabah, East Malaysia and

Hong Kong as well as travelled extensively in Asia and Southeast Asia. The TOL program partners with the United World College of Southeast Asia (UWCSEA) in Singapore to provide research and internship opportunities for TOL students. UWCSEA is participating in a seven-year study to evaluate the outdoor education program's impact on overall student learning and development. The study is being conducted by faculty researchers at Oregon State University-Cascades, Dr. Michael Gassner and Dr. Christopher Wolsko. Dr. Gassner reflects on the study and the thinking behind it. He has a Ph.D. in Education (Recreation, Parks, and Leisure Studies) with an emphasis in outdoor education and a minor in international education from the University of Minnesota-Twin Cities and a Master of Science in Experiential Education from Minnesota State University-Mankato.

Rick Stock is an instructor and Program Coordinator in the Outdoor Recreation Leadership Program. Rick started the ORL Program in 2000. Prior to working at FRC, Rick was on the faculty in the Recreation Program at Western State College of Colorado where he taught a variety of Outdoor Recreation classes. While at WSC, Rick founded the Center for Outdoor Leadership. Prior to working in higher education, Rick enjoyed a variety of jobs related to teaching and leading in the outdoors. These jobs include: Wilderness Climbing Ranger on Mt. Shasta, Commercial Raft Guide, Whitewater Kayak Instructor, Wilderness Counselor for "hoods in the woods", and Trip Leader for a large college outings program. Rick's Masters is in Recreation Administration from CSU, Chico. Rick completed coursework for an EdD at the University of Northern Colorado. Rick enjoys traveling and camping with his wife Inge and his daughter Leta.



# External Review of proposed Masters in Outdoor Adventure Expedition Leadership (MOAEL) at Southern Oregon University (SOU)

Submitted 11/22/2016

## Report Guidelines

The external review panel was asked to assess the program within the present and projected future contexts, while addressing program elements, faculty, need, and resources.

## Introduction and Overview

The Masters in Outdoor Adventure and Expedition Leadership has been reviewed by Michael Gassner, OSU Cascade; Rick Medrick, Prescott College, and Rick Stock of Feather River College.

Rick Medrick Ed.D	Prescott College, Prescott, AZ	rmedrick@olts-bt.com
Rick Stock	Feather River College, Quincy, CA	rstock@frc.edu
Michael Gassner Ph.D	Oregon State University-Cascades	michael.gassner@osucascades.edu

The review team reviewed materials related to the proposed curriculum, conducted a site visit on November 16, 2016, met with members of the faculty, met with the Provost and Assistant Provost, toured campus, toured program sites, visited the site of the new Recreation Center, and collaborated with each other in the writing of this report.

Each of the reviewers concludes that the program has a plethora of merits, is well timed, serves an existing need, and has access to the resources required for success. At the same time, the reviewers, and this report, acknowledge there will be challenges to overcome such as increased faculty teaching load, supervision of graduate students, graduate school eligibility of all faculty to serve chairs of thesis committees, and maintaining an adequate revenue stream for graduate assistantships.

### 1. Program

- a. The program objectives and requirements; The mechanisms for program administration and assessment.

The review team did find clearly stated undergraduate Outdoor Adventure Leadership program outcomes on SOU's website. These are re-stated here:

1. Students will be able to articulate and/or identify key concepts related to outdoor adventure theory and facilitation.
2. Students will be able to articulate and apply risk management procedures commonly used during outdoor activity facilitation
3. Students will be able to communicate effectively through writing using Standard American English.
4. Students will demonstrate effective verbal communication skills appropriate to the setting and/or audience (field/ professional settings).

5. Students will be able to apply logical thought to theoretical and practical issues by analyzing/evaluating an argument's logic, evidence and efficacy
6. Students will demonstrate the ability to access and utilize information resources effectively and ethically.
7. Students will demonstrate professional/ethical standards in individual practice/conduct as related to the discipline and profession

The review team was also presented with expected learning outcomes of the proposed Master's program. In general, the outcomes are well stated. The expected learning outcomes of the program are:

- Students will be able to articulate and/or identify key technical and interpersonal skills required for the outdoor adventure and expedition leadership industry.
- Students will be able to articulate risk management procedures commonly used during outdoor activity facilitation.
- Students will be able to apply the core tenets of the expeditionary mindset which include planning, risk management, and leadership.
- Students will be able to generate a critical question within the OAEL field and design a thesis that investigates the question.

*Review team assessment*

- The proposed program shows clear expected learning outcomes
  - The proposed program shows clear requirements in terms of courses and number of credits to achieve the degree
  - Mechanisms for program administration – this area is explained but there are some vulnerabilities (see part b below, review team assessment)
  - Mechanisms for assessment – these are clearly stated on the program proposal (p. 15-16)
  - The review team encourages the faculty to specifically link each OAL program learning outcome to which class or classes in which these learning outcomes will be assessed.
- b. The program's alignment with the institution's mission and strategic objectives.

Mission: Southern Oregon University is an inclusive campus community dedicated to student success, intellectual growth, and responsible global citizenship.

The proposed program aligns well with the SOU mission. The cohort model combined with a variety of teaching styles will contribute to the college's mission of student success. Intellectual growth will occur as the result of the balance between academic and experiential activities. The international expedition requirement will contribute to the SOU mission in a variety of ways, but most notably, will contribute to the mentoring of responsible global citizens.

In addition to the program's alignment with the university mission, it also aligns well with the mission of the Outdoor Program and the Outdoor Adventure Leadership (OAL) program.

*Review team assessment*

Aligns well with SOU, OAL, and Outdoor Program missions.

- c. The depth and breadth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and access to and use of support resources within and external to the institution.

In general, the review team thinks there are an adequate number of faculty available to run the current undergraduate program. However, these numbers may become thinly spread with the addition of the proposed Master's program. There are currently 2 full time instructors who hold Masters degrees, and 1 full time tenure track faculty central to the undergraduate OAL program and the proposed graduate program. In addition, there is 1 tenured professor who is currently chair of Health, Physical Education, and Leadership (HPEL) department. This individual currently does not teach as much in the OAL program as do other faculty.

In addition, the program has stated it "will need a designated graduate coordinator with an 8 ELU release" (p. 8). In discussions with faculty the review team was informed this will be shared as a rotating role by the 3 core OAL faculty. This may have ramifications (see below under *review team assessment*).

In most areas, there is adequate faculty expertise. However, expertise of the faculty is heavily weighted in the practical domain verses academic research as is elaborated below under *review team assessment*. If the proposed program is marketed and developed as more of a practitioner centric program, then the expertise of faculty is well suited. If the program desires to be more research centric, faculty is encouraged to ramp up their academic research.

There are ample proposed regular course offerings and potential for directed study as well. Support resources within and external to the institution appear to be very good, especially with the new addition of a new recreation center due to be completed in 2017.

#### *Review team assessment*

- Faculty availability – there are adequate faculty for the proposed number of graduate students however, faculty may become thinly spread if a full cohort of 10-12 graduate students is in place in the first year of the proposed program.
- Faculty expertise – Two of the faculty hold Masters degrees and are primarily practitioners with ample current certifications to deliver a quality practical side of the proposed curriculum.
- One new tenure track faculty also has ample certifications and solid practical skills to deliver the practical side of the curriculum. He has ample publications in popular press. He has not published in peer reviewed journals. This may become a vulnerability if graduate students have expectations to publish in peer reviewed journals. His expertise appears to be in the qualitative methodology.
- The faculty who is currently chair of HPEL has published extensively in the past in peer reviewed and non-peer reviewed journals (according to her C.V. that was given to the review team). Her last publication was in 2013. Her expertise appears to be more in quantitative methodology.

The review team did not meet this person while on campus. It is unclear to the review team how much time (being Chair of HPEL) this person will have to devote to supervision of graduate students.

- Graduate coordinator – this role is proposed to be rotating between the three core OAL faculty. From a role modeling and research perspective, the review team would encourage the graduate coordinator to be someone holding a Ph.D. and/or for this coordinator to be able to serve as chair on graduate student committees.
  - At the time of this report it was not clear what the graduate school status of all OAL faculty members was. The review committee was informed by the Associate Provost that at SOU, “full graduate faculty and associate graduate faculty may serve as chair on a committee and/or supervise a student. Adjunct graduate faculty may serve on a committee, but not as chair. In all cases, a PhD or appropriate terminal degree must be held, although for adjunct graduate faculty, a combination of appropriate professional experience and education/educational experience may be considered” (e-mail communication, Jody Waters, Nov 21, 2016).
  - Adjunct availability and expertise – The stated availability of adjunct expertise in the community was termed extensive. However, the reviewers are not clear how many that are available hold a Master’s degree. This may be a vulnerability to delivery of certain courses.
  - Developed partnerships – There are many, already developed, community partnerships in relation to the undergraduate degree that will serve the proposed Master’s program well.
- d. The relationship of this program to undergraduate and other graduate programs at the institution

The proposed program is interdisciplinary by nature. It will benefit the existing undergraduate program by providing mentorship, trip and graduate assistants, as well as positive role modeling. The program will also put more qualified people on campus to help with the outdoor program. By developing those who lead others in the outdoors, it has the potential to provide leaders to other programs on campus.

*Review team assessment*

- Potential positive relationship with OAL undergraduate program and existing Outdoor Program.
  - Potential positive relationship with other undergraduate and graduate programs on campus.
  - The proposed program will provide more pathways for undergraduate students at other state institutions who desire to further their education in this field of study.
  - The outdoor program on campus could also provide opportunities for research, collaboration, and additional partnerships
- e. The justification in terms of state needs, demand, access, and cost effectiveness (if this program represents duplication within the state).
- Successful students will find employment regionally, nationally and abroad.
  - As one example, there are nearly 500 college outings programs nationally. Most of these programs require a Master’s degree for their program directors.
  - 100 undergraduates and 30 minors at SOU studying OAL.
  - Other state and regional colleges are graduating students in Recreation and related fields. (e.g. OSU, Cascades, RCC, Mount Hood, Feather River College, Pacific University,

Simpson College, Humboldt State, and CSU, Chico).

- There are 125 undergraduate Outdoor Adventure related degrees nationwide.
- 12 graduate Outdoor Adventure related programs nationwide.

*Review team assessment*

- The program will not compete with other current Masters programs in the state because at this time there are no similar Masters programs in Oregon (or California).
  - The program could potentially be a competitor of other Master's programs in the future if another Oregon university looks to develop a similar Master's program.
  - The unique Master's will be "first to market".
- f. The probable impact of the program on the department or academic unit, as well as its effect on current programs.

The projected impacts on the OAL and Outdoor Program appear to be very symbiotic. Graduate students will benefit from a variety of potential research opportunities and the OAL and Outdoor Program stand to benefit from graduate student presence and mentoring

*Review team assessment*

The MOAEL Master's degree stands to serve as a benefit to other SOU programs in the division. Additionally, students enrolled in MOAEL will take elective courses from eight other graduate programs across campus.

- g. The program's major strengths and weaknesses.

The proposed program has a number of potential strengths and weaknesses which we here summarize. It should be noted that some weaknesses could also be strengths and vice versa. It is hoped these strengths will be further enhanced and the weaknesses will be noted and addressed accordingly.

*Review team assessment*

Strengths

- Geographic location
- Technical expertise and certifications of faculty
- Support at the administrative level
- Equipment ready to go
- Federal land Special Use Permits
- Undergraduate program
- International components
- Required expeditions
- Cohort model
- First to market with Master's degree of this kind
- Practitioner oriented degree

## Weaknesses

- Faculty, initially, may be stretched too thin
- Faculty have not published recently in peer reviewed journals and resultant potential for graduate coordinator supervisory role
- External funding is not apparent at all and should be sought
- Partnerships and collaborative agreements at a regional and national level
- Possible perceived high expense for students
- Cohort model may be awkward for those students who cannot complete the program in five quarters. The possible impact of this should not be underestimated.
- Program really needs to articulate how it will deal with students who, for whatever reason, have to step out of the cohort for a time.
- Faculty stated they were not going to require any entrance exam (GRE or other). This could also be seen as a strength

## 2. Faculty

- a. The quality of the faculty in terms of training, experience, research, scholarly contributions, ability to generate external support, stature in the field, and qualifications to serve as graduate faculty.

The faculty are uniquely qualified to provide instruction related to outdoor adventure leadership. Collectively, they hold certifications in a variety of pertinent areas including: Rescue 3 International Swiftwater Rescue instruction; AIARE avalanche instruction; American Red Cross first aid and CPR; Scuba Educators International; PADI; SOLO Wilderness First Responder instructor; American Canoe Association Whitewater Kayak Instructor; Professional Ski Instructors Association; and American Mountain Guides Association. The certifications will allow faculty to model skills based on an industry standard and, in some cases, will allow faculty to certify students (e.g. WFR, SWRT, AIARE).

In addition to their certifications, the faculty demonstrate strong hard skills which will serve the program in a variety of ways. Each of the faculty has demonstrated a passion for outdoor adventure in their personal as well as their professional lives.

- b. The faculty in terms of size, qualifications for area(s) of specialization offered, and the student body served.

Four full time faculty will serve the needs of the OAL and MOAEL programs with support from the adjunct pool. The existing faculty have a variety of strengths related to outdoor adventure and expedition leadership. It appears that these numbers will suffice to support the program to the extent that numbers for OAL majors, OAL minors, and graduate students are capped at 100, 30, and 12 respectively.

- c. Areas of faculty strength and weakness.

In addition to the faculty strengths mentioned in #2b and #1c, review team assessment, it should be noted that there is a collective 75 years of experience related to teaching, guiding,

and facilitation in the outdoor adventure industry. Faculty are publishing and presenting at AORE and are seeking to publish in JOREL.

A potential weakness noted by the review board is the paucity of external funding currently making its way toward the OAL program. Faculty should be encouraged to seek funding that will lend itself to student scholarships, assistantships, and program sustainability.

- d. Faculty workload, including availability for student advising, research oversight, mentoring, and teaching effectiveness.

Workload issues may arise due to time devoted to field activities. Additionally, responsibilities related to mentoring graduate students will need to be shared among all program faculty.

- e. The credentials, involvement of, and reliance upon support faculty from other departments within the institutions, from other institutions, and/or adjunct faculty.

The adjunct pool appears to be strong. The external reviewers have questions related to the program's ability to use adjuncts who do not hold graduate degrees.

### 3. Need

Addressed in #1E. The external review board is convinced that a need exists and that SOU is well positioned in a variety of ways to benefit from the existing need.

### 4. Resources

- a. SOU has demonstrated an ability to support graduate level programs. The MOAEL program will benefit from the same university infrastructure. Additionally, the program will benefit from the existing equipment, facilities, permits, and faculty expertise.
- b. The external review board believes that program sustainability will be contingent on an ability to find external funding for scholarships, assistantships, equipment, and expedition support.
- c. Existing faculty seemingly have received a great deal of support for their certification, travel, and conference needs. They've stated that the university understands and supports needs that are likely greater than other graduate programs.
- d. Institution leaders' commitment to this program in the long term.

The external review board had the opportunity to meet with the Provost and the vice Provost. It appears that the program is currently supported at this level. Faculty and Provost report that support is apparent at the division and graduate school level as well.

- e. The institution's ability to sustain the program in the foreseeable future along with its current and future projected commitments.

It seems likely that the program will be able to sustain 12 graduate students given current resources. Faculty have indicated that undergraduate students are already expressing interest. Maintaining 12 graduate students seems very achievable.

# Certificate Program: Wine Business (Action)



## **Wine Studies/Business Program Survey**

Conducted by SOU students Phil Knox, Tyler Mitchell, and Brenton Clarke

BA 428: Applied Business Research

Fall Term 2015

Under the Supervision of Donna Lane, Professor – Business

### **Rationale:**

Since 1990 the Southern Oregon wine industry has grown from fewer than 25 growers and 5 wineries to over 250 growers and nearly 125 wineries representing approximately 25% of the states' industry. Currently the wine industry in Southern Oregon contributes roughly \$40 million in crop value and slightly more than \$200 million to the regional economy through numerous avenues in hospitality and tourism. As such workforce development for the region's wine industry is an important area of collaboration that institutions of higher education need to address. Currently there are viticulture, winemaking, and wine business programs or degree areas at Oregon State University, Umpqua Community College, and Chemeketa Community College. OSU's programs are more suited to applied research in viticulture and winemaking and less about workforce preparation. Furthermore, OSU does not have wine business program. UCC and CCC each have two year programs in viticulture, winemaking, and wine business. Conversations with both UCC and CCC have indicated an interest in having a four year university to couple with in wine studies/business.

Therefore, the combination of the rapid growth of the wine industry in the Southern Oregon region and the lack of a regionally-based wine studies/business program were the motivations for this research. The guiding question is whether SOU should develop a program in wine studies/business that could couple with its current Hospitality and Tourism Management option to provide graduates with the necessary skills to support the Southern Oregon wine industry or elsewhere in the United States?

### **Objectives:**

Survey the Southern Oregon wine industry to determine the types of programs and skills needed to supply workforce development for the rapidly growing wine sector.

### **Methods:**

A 13 question survey was developed by Phil Knox, Tyler Mitchell, Brenton Clarke and Greg Jones. The survey was sent via email during November 2015 as an online Qualtrics survey to 275 email addresses obtained from the Southern Oregon Winery Association (SOWA), the Rogue Valley Winegrowers Association (RVWA), and the Umpqua Valley Winegrowers Association (UVWA). In addition, paper copies of the survey were handed out at "A Sense of Place" meeting on November 13, 2015 at which a portion of the SOWA membership was in attendance. Survey data was analyzed in Qualtrics and Excel.

## Results:

A total of 77 surveys were completed for a 28% return rate. The respondents represented owner/operators of a combined company with vineyards and a winery (73%), just vineyard owners (18%), and just winery owners (9%).

For the respondents with wineries, 22% represented operations producing less than 1000 cases, 40% represented operations with 1000-5000 case production, 13% produced 5000-10000 cases, and 24% had greater than 10000 case production.

For the respondents with vineyards, 29% had fewer than 10 acres of planted grapes, 30% had between 10-25 acres, 16% had 25-50 acres and 26% had more than 50 planted acres of grapes.

This sample winery and vineyard size distributions are very close to the overall distribution in the region.

In terms of employees, 47% of the respondents said that they had fewer than five employees while 25% had 5-10 employees, 18% had 11-20 employees, and 10% had more than 20 employees.

When asked “Which area of student education do you think is most needed to help your business” the responses were:

- 1) Vineyard Management/Viticulture (25%)
- 2) Wine Production/Enology (8%)
- 3) Wine Business/Marketing, Tasting Room Management, Sales, etc. (67%)

When asked “Would you be supportive of Southern Oregon University developing a degree option, certificate and/or training program in Wine Studies/Business that would provide a more prepared potential employee?” a total of 93% were either supportive or very supportive.

When asked “Given a basic background on grape growing and wine production, which collection of business skills below would be the most helpful to your operation?” the respondents listed in ranked order of most to least important:

- Marketing and Sales
- Accounting and Finance
- Hospitality, Event Management
- Communication (Advertising, Public Relations, Social Media, etc.)
- Management
- Website Development (online presence)
- Regulatory Compliance
- Systems and Database Management

When asked “How valuable do you think the following student experiences are for these graduates?” the responses were:

- 1) Capstones (senior projects) – 78% very valuable or valuable
- 2) Internship (on site work experience) – 98% very valuable or valuable
- 3) Practicum (applied research) – 87% very valuable or valuable
- 4) Field Trips – 82% very valuable or valuable

As a follow up question, the survey asked “Would you be willing to provide student opportunities in these type of educational experiences?” the responses were:

- 1) Capstones (senior projects) – 49% yes and 42% maybe
- 2) Internship (on site work experience) – 73% yes and 20% maybe
- 3) Practicum (applied research) – 61% yes and 31% maybe
- 4) Field Trips – 81% yes and 15% maybe

When asked “Are there other certifications or licenses that would be important for graduates from this program to have? the responses were in ranked order from most commonly mentioned:

- OLCC Certification
- Food Handlers License
- Sommelier Certificate
- Forklift License
- Pesticide Use License

When asked “How likely are you to hire a college graduate with a Wine Business/Studies degree or certificate with the skills you chose above? the responses were:

- 1) Associate’s Degree – 78% were somewhat to very likely
- 2) Bachelor’s Degree – 74% were somewhat to very likely
- 3) Master’s Degree – 61% were somewhat to very likely

Numerous open comments were provided at the end of the survey:

- It is important to convey to students all aspects of the economics of the wine business.
- Great idea.
- Important to know how to deal with government regulation which is strangling not only the wine industry but all industries.
- Pick a focus. There are so many disciplines within the industry. There's business which fits well with hospitality and then there's farming and production. Someone trained in farming or farm management isn't going to bring much to a tasting room and someone trained in hospitality won't bring much to a farm or cellar. My opinion is that the local industry would be best served by SOU with a business/hospitality focus.

- When we grow to a larger enterprise we would benefit from the expertise that newly trained people could bring to our winery. But the whole area will benefit from well-educated experts in our field.
- Wine Distribution, Restaurant management
- One of the problems that I see with education at the college level is that recent grads have very little practical experience in their field of study. Hands on experience is valuable
- The wine industry provides a very low living wage. Many of the sales people barely scrape over minimum wage, and a number of them have their masters in hospitality. There are only a handful of "non-family" jobs in this region, and those rarely open. It's a very tough industry. Maybe in California where there is disposable income, can a graduate make living wages in this industry. A well rounded education would be more valuable for these people rather than completely focusing their education on wine. I'm not a fan of unpaid internships. If someone is working they should be paid.
- A wine program would be great for Southern Oregon. There are valuable people in the field that could contribute much to the program.
- Our wine region is located directly in the middle of internationally recognized AVAs (American Viticulture Area, a federally designated wine region). Furthermore, we are a growing wine region in terms of vineyard acreage, yield and volume of cases sold. More winery businesses are investing in infrastructure and we need more locally trained professionals.
- Thank you for doing this!
- This survey represents the supportive effort of fellow academia from UCC. Tying the AAS program in technical enology/viticulture with a transfer program into business would be quite useful for those who wish to pursue that avenue and a 4-year degree beyond an AAS.
- We'd love the opportunity to train interns in all aspects of our business.
- We need a 2yr degree in Winemaking akin to what they are doing at UCC at SOU. This is an exploding wine region and it will need experienced wine makers. Especially those that understand our terroir.

### **Comparison to Other Studies:**

Recently the Sonoma State University Wine Business Institute Research Team conducted a similar survey with 338 wineries responding from 13 states. Their results indicated that the most pressing challenge for wineries both currently and in the future is "Managing and building customer relationships, brand awareness." Also similar to our research, they asked respondents to list the business skills that employees working in their operations need to develop in order to compete successfully in the future. The results are close to our list given above with:

- Marketing

- Strategic Planning
- Entrepreneurial Thinking
- Operations
- Talent Management
- Finance/Accounting
- Information Technology
- Sales Experience
- Social Media Savvy

These are a mix of high-level skills and tactical competencies that correspond with the challenge identified above of managing and building customer relationships and brands. These are the types of skills that we have identified as well and that exist in aspects of the current degree in Business Administration with a Hospitality and Tourism Management option.

## Wine Business Certificate

In size and scope, the certificate is between a minor and a major. To be awarded the Wine Business Certificate, students must complete the course requirements listed below (36 credits) and the SOU requirements for a BA or BS degree or the transfer equivalent. A majority of the credits must be taken at SOU. All courses taken for the certificate must be completed with a grade of C or better. Students must maintain a minimum GPA of 2.5 or higher in all certificate courses. This certificate program is open to undergraduates, graduates, and post-baccalaureate students.

### Prerequisites

ES 101 - Introduction to Environmental Science: Earth Science (4)

BA 131 - Business Computer Applications (4)

EMDA 201 - Digital Image Foundations (4)

BA 211 - Financial Accounting (4)

BA 285 - Advanced Business Applications: Excel (4)

Required Courses	No. of Credits
<p><b>BA 291 - Introduction to Viticulture</b>                      This seminar course is designed to introduce students to the world history and geography of grapes and their production. Emphasis will be given to understanding the types of varieties of grapes, their general biology and physiology, and the environmental factors required to grow grapes including climate, geology, soil, and landscapes. In addition, the course will cover basic aspects of vine growth development and training, trellis systems, and vineyard management. The course is intended for the student taking the Wine Business Certificate, but will appeal to anyone interested wine.</p>	2
<p><b>BA 292 - Introduction to Wine Production</b>                      This seminar course is designed to introduce students to the science of winemaking, including history and geographical distribution of wine production, types of grape varieties and wine styles, and the influence of climate and soil. The student will acquire knowledge on the basics of fermentation of wine, handling, storage and bottling methods, and the general legal framework for wine production. The course is intended for the student taking the Wine Business Certificate, but will appeal to anyone interested wine.</p>	2
<p><b>BA 293 - Introduction to Wine Business</b>                      This seminar course is designed to help students develop an appreciation of the realities of wine production as a business and come to understand the steps required for getting from the vineyard and into the consumer's glass. The student will acquire a general background on wine business principles and strategies applicable to the growing of grapes and the making, distribution, and marketing of wine. Additional topics include organizational, human resource, family business and financial management, government regulation, and social responsibility. The course is intended for the student taking the Wine Business Certificate, but will appeal to anyone interested wine.</p>	2
<p><b>BA 294 - Introduction to Wine Sensory Evaluation</b>                      This seminar course is designed to introduce students to wine sensory evaluation, including different wine types and styles; sensory distinctions, sensory testing techniques; identification of wine traits and food and wine combinations. Sensory evaluation of representative wines will be done. A course fee will apply and students must be at least 18 years of age. The course is intended for the student taking the Wine Business Certificate, but will appeal to anyone interested wine.</p>	2
<p><b>BA 213 - Managerial Accounting</b>                      Examines the uses of fundamental accounting information for both internal and external economic decision making. Students consider financial and managerial accounting concepts from the perspectives of owners, managers, creditors, and investors.</p>	4

<p><b>COMM 323 - Strategic Social Media</b> Students gain practical skills and conceptual knowledge in social media campaigns to achieve strategic goals for clients, including but not limited to commercial enterprises, non-profit or governmental organizations, journalistic enterprises, or creative promotion on behalf of arts-based endeavors. Students will learn practices of social media listening, how to formulate a content strategy and editorial calendar, how to craft specific multimedia content items, how to measure the effectiveness of a social media campaign, and how to nurture the social graph of an enterprise.</p>	4
<p><b>BA 330 - Principles of Marketing</b> Introduces the establishment of a specific target market and the subsequent development of a product or service, pricing strategies, promotional strategies, and channels of distribution designed to satisfy the needs of the market. Grading option designated on a CRN basis each term. Students should consult current term schedule.</p>	4
<p><b>BA 382 - Management Information Systems</b> Applies information science to business problem topics, including basic information system design and database concepts, information economics and decision making, systems management, and strategic issues. The case method is used to develop analytical and presentation skills in information systems topics. Participants should be familiar with basic computer applications.</p>	4
<p><b>BA 410 - Event, Meeting, and Convention Management</b> This course seeks to introduce students to a more specialized area of study focusing on events, meetings, conventions and exhibition planning. In-depth analysis of convention and exhibition planning will provide students an understanding of managerial strategies whilst embracing a functional and operational context which is transferable to every sector of the hospitality industry.</p>	4
<p><b>Electives (choose two courses)</b> COMM 424 Creative Entrepreneurship (4) EMDA 340 - Responsive Web Design (4) BA 310 - Lodging and Tourism Operations (4) BA 311 - Food and Beverage Management (4) BA 312 - Hospitality and Tourism Marketing (4) BA 324 - Business Communication (4) BA 374 - Principles of Management (4) BA 380 - Operations Management (4) BA 384 - Advanced Business Applications: Databases (4) BA 431 - Consumer Motivation and Behavior (4) BA 434 - Sales Management (4) BA 435 - Direct Marketing (4) BA 436 - Internet Marketing and E-Commerce (4) BA 445 - Business Marketing (4) BA 446 - Retail Management (4) BA 450 - Using GIS in Business (4) BA 451 - Cost and Management Accounting (4) BA 483 - Sustainability Leadership (4)</p>	8
<p><b>Total Credits</b></p>	36

- Business students taking the Wine Business Certificate are required to do their BA 409 - Internship in an approved segment of the wine industry and their BA 499 - Business Planning plan must be on a wine business related topic.
- Non-Business students taking the Wine Business Certificate are required to take BA 324 (or equivalent) and BA 409 as their electives. The BA 409 - Internship must also be in an approved segment of the wine industry.

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## Wine Business Certificate

3 messages

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**Gregory Jones** [REDACTED]  
To: Mark Chien [REDACTED]

Mon, Feb 6, 2017 at 5:38 PM

Hello Mark,

Thanks for the conversation last week. Meant to send the draft of the SOU Wine Business Certificate to you (see attached). It will be housed in our Business program and be mostly of interest to our Hospitality and Tourism Management option students. Your thoughts on content and potential?

Regards,  
Greg

Gregory V. Jones, PhD.



Director: Division of Business, Communication, and the Environment  
Professor of Environmental Science and Policy

[REDACTED]  
1250 Siskiyou Blvd  
Ashland, OR 97520

Tel: [REDACTED]  
email: [REDACTED]

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 **Wine Business Certificate Draft.docx**  
20K

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**Chien, Mark** [REDACTED]  
To: Gregory Jones [REDACTED]

Tue, Feb 7, 2017 at 12:13 PM

Dear Greg,

This is a very impressive and comprehensive program! I'll have to admit that I am not the best judge of wine business curricula. That might be something that Ellen Brittain or Michael Adams can be very helpful to you. May I ask who would be teaching the enology and viticulture classes?

I hope you have the clientele (students, adult learners, etc) to make it successful in the area. Of course, you can always move it on-line as well. Chris Lake and I always talked about developing core competency requirements for viticulture, enology and business curriculums at the different schools in the northwest. I know Jess Sandrock



at Chemeketa wants to foster more cooperation between the programs. I really think if we can cross promote, and avoid overlap, we can have an effective learning network that will benefit everyone. We hope to have OWB as the locus for this group.

I'm glad to talk to you about this further. I'm a bit in the weeds right now, but wanted to respond with pleasure and respect for this new SOU program. Congratulations!

Very best, Mark

Program Coordinator

Oregon Wine Research Institute

[REDACTED]

**From:** Gregory Jones [mailto:[REDACTED]]  
**Sent:** Monday, February 6, 2017 5:38 PM  
**To:** Chien, Mark [REDACTED]  
**Subject:** Wine Business Certificate

Hello Mark,

Thanks for the conversation last week. Meant to send the draft of the SOU Wine Business Certificate to you (see attached). It will be housed in our Business program and be mostly of interest to our Hospitality and Tourism Management option students. Your thoughts on content and potential?

Regards,  
Greg

Gregory V. Jones, PhD.

[REDACTED]

Director: Division of Business, Communication, and the Environment

Professor of Environmental Science and Policy

[REDACTED]  
1250 Siskiyou Blvd  
Ashland, OR 97520

Tel: [REDACTED]  
email: [REDACTED]

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**Gregory Jones** [REDACTED]  
To: "Chien, Mark" [REDACTED]

Tue, Feb 7, 2017 at 2:08 PM

Thanks Mark ... we can continue the conversation at the symposium.

Regards,  
Greg

Gregory V. Jones, PhD.



Director: Division of Business, Communication, and the Environment  
Professor of Environmental Science and Policy

[REDACTED]  
1250 Siskiyou Blvd  
Ashland, OR 97520

Tel: [REDACTED]  
email [REDACTED]

[Quoted text hidden]

# **Undergraduate Degree Program: Health Care Administration Update**

# Proposal for a New Academic Program

**Institution:** Southern Oregon University

**College/School:**

**Department/Program Name:** Interdisciplinary collaboration between Health and Physical Education, Communication, Sociology, Psychology, Biology and Business.

**Degree and Program Title:** BA/BS in Healthcare Administration

## 1. Program Description

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

51.0701 - Health/Health Care Administration/Management

- 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 proposed Healthcare Administration program prepares students for occupations in healthcare administrative and support services which require a competitive education level of a bachelor's degree. The curriculum provides students a foundation in healthcare systems, terminology, ethics and safety, data management and basic statistics, plus the communication and cultural competence skills necessary to succeed in today's healthcare environment. Beyond completing an interdisciplinary core, students will be able to choose a concentration in either community public health or data analytics. Courses will also serve students in other majors by providing a venue for exploring how those disciplines apply to the healthcare field.

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

The proposed major consists of 58-61 credits as follows:

### Interdisciplinary Core (49 credits)

BI 210 - Topics in Biology, 4 credits

BI 210 - Topics in Biology Lab, 1 credit

BA 374 - Principles of Management, 4 credits

BA 382 - Management Information Systems, 4 credits

COMM 399 Health Communication, 4 credits

HE 309 – Practicum, 3 credits

HE 409 – Practicum, 6 credits required

HE 443 - Senior Capstone, 3 credits

PSY 445 Organizational Psychology, 4 credits

PSY 452 - Health Psychology, 4 credits

SOAN 335 - Medical Anthropology, 4 credits

New SOAN course in Legal and Ethical Issues in Healthcare, 4 credits  
New SOAN course in Evolution of Healthcare Industry and Policy, 4 credits

Community Public Health Concentration (9-12 credits): three courses from the following:

HE 325 – Nutrition, 3 credits  
HE 362 - Community Health, 3 credits  
HE 422 - Consumer Health, 3 credits  
HE 453 - Drugs in Society, 3 credits  
HE 455 - Work-Site Health Promotion, 3 credits  
PSY 453 - Stress Management, 4 credits  
PSY 465 - Adult Development and Aging, 4 credits  
SOAN 311 - Community Studies, 4 credits

OR

Data Analytics Concentration (12 credits): three courses from the following:

BA 285 - Advanced Business Applications: Excel, 4 credits  
BA 384 Advanced Business Applications: Databases, 4 credits  
BA 450 - Using GIS in Business, 4 credits  
BA 484 - Business Information Systems: Analysis and Design, 4 credits  
BA 497 – Advanced MIS: Business Analytics, 4 credits  
PSY 225 - Methods, Statistics, and Applications, 4 credits  
SOAN 326 - Introduction to Social Research Methods, 4 credits  
SOAN 327 - Quantitative Data Analysis, 4 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).

The majority of initial program offerings will be taught face-to-face at SOU's Ashland campus incorporating instructional technology including Moodle. As the program grows and attracts non-traditional and/or degree-completion students, late afternoon or evening sections at the HEC in Medford may be offered in order to accommodate working professionals.

- e. Adequacy and quality of faculty delivering the program.

The majority of program offerings consist of existing courses taught by current faculty in Biology, Business Administration, Communication, Health and Physical Education, Psychology and Sociology/Anthropology. Searches currently underway within these departments should be sufficient to support the increased demand for a majority of these courses. Searches in Communication, Psychology and Sociology are seeking faculty with sufficient expertise in healthcare to develop and teach the proposed new courses in Healthcare Issues and Ethics and Evolution of Healthcare Industry and Policy.

As anticipated program enrollment grows to require new sections, an additional new faculty hire will be sought in 2018-19.

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

Strong local programs in Allied Health (Rogue Community College) and employer-based employee development programs (through organizations including Providence and LaClinica) provide a deep pool of well-qualified potential part-time and adjunct faculty. Part-time instructors with expertise in healthcare fields will serve as field supervisors for practicum placements.

- g. Other staff.

Program Coordinator: The interdisciplinary and field-based nature of this program requires significant effort to effectively coordinate, communicate, and advocate for program needs with both internal and external constituencies. A half-time (0.5 FTE) administrative unclassified position will serve as program coordinator with the following responsibilities:

- Oversee recruitment and retention of students:
  - Serve as point-of-contact for program inquiries
  - Manage program advertising, promotion, open houses
  - Represent program at Preview Days, ROARs, etc.
  - Establish and monitor program policies and procedures, calendars, handbooks, etc.
  - Provide program advising
- Coordinate with program chairs on course scheduling
- Advise program chairs on hiring, support and evaluation of adjunct faculty
- Liaise with regional healthcare employers to secure and monitor high quality practicum placements
- Coordinate the hiring and training of field supervisors
- Oversee program evaluation (annual program assessments, program completer satisfaction surveys, employer satisfaction surveys)
- Provide general program oversight and maintenance

Administrative Assistant: A part-time (0.25 FTE) classified staff will manage administrative duties for the program. This position could be added onto an existing office coordinator position.

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

To be provided

- i. Anticipated start date.

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## **2. Relationship to Mission and Goals**

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

The program supports the regional service mission of the university because it contributes directly to regional workforce needs and provides strong employment opportunities for program graduates. The proposal itself has emerged out of extensive consultation with regional healthcare employers who have consistently expressed the need for graduates with the knowledge, skills and dispositions reflected in the designated program outcomes. These sentiments are bolstered by employer survey data reported in section 4d and by statewide employment forecasts which identify healthcare as the fastest growing sector of the statewide economy. Given the highly collaborative nature of the program development process and the continuing utilization of a community advisory council, the program forges strong partnerships with a significant sector of our regional community.

The program also reflects the university's commitment to connected learning by virtue of being connected to the community through practica and internships and because the curriculum itself is closely connected to students' career aspirations. It thereby contributes to student success and intellectual growth because a liberal arts education becomes more personally meaningful and effective for students when it is connected to their interests and aspirations and when it provides opportunities for students to explore, apply and refine their learning in authentic settings. The intellectual rigor of the program has been buttressed by the strong connection between the program outcomes and national industry standards developed by professional organizations within the healthcare sector.

As the university launches a strategic planning process, the proposed program is well positioned to support a variety of potential goals. First, the focus on demonstrable program outcomes and career connections make the program well-suited for exploring the fit of competency-based education at SOU. Second, the interdisciplinary nature of the program capitalizes upon the recent academic restructuring by forging both curricular and administrative connections between not only departments but divisions as well. Finally, as a new major closely associated with a growing sector of the economy, the program is well situated to attract and retain new students and serve as a strong enrollment driver for the university as a whole.

- 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.

As seen in the recent development of career-related pathways at the high school level, the proposed program is well aligned with statewide K-20 priorities and trends. Working in concert with programs at the k-12 and community college levels, a Healthcare Administration program at SOU helps establish a coherent pathway for students to explore and pursue careers in healthcare.

Because increasing diversity both within higher education and the healthcare professions is critical for improving educational attainment and improving access and quality of healthcare for racial and ethnic minorities, particular emphasis will be placed upon

providing access for students from culturally and linguistically diverse backgrounds. Again working in concert with high schools, local employers, and the university, the program will help establish a coordinated pipeline utilizing career exploration and post-secondary aspiration programming at the middle and high school level, dual-credit supports, and targeted incentives through sponsored scholarships and/or paid internships by local employers and university sponsored tuition remissions supported by earmarking enhanced state funding for targeted sub-populations through the Student Success and Completion Model.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
  - i. improve educational attainment in the region and state;
  - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
  - iii. address civic and cultural demands of citizenship.

As discussed in section 6 below, students in the Southern Oregon region have broad access to educational programs that provide preparation for technical medical fields but little access to programs providing direct preparation for administrative fields within the healthcare sector. The proposed new program provides that access for students seeking an educational pathway into healthcare occupations which require a competitive educational level of a bachelor's degree.

The strong emphasis upon cultural competence and communication skills within the proposed curriculum and student learning outcomes ensures that program graduates are well-prepared to meet the needs of increasingly diverse clientele in today's healthcare environment. These skills and dispositions are not only highly valued within healthcare professions, but also crucial preparation for the civic and cultural demands of citizenship within a pluralistic society.

### **3. Accreditation**

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

As described in section 5a., the proposed program outcomes represent a synthesis of national industry standards articulated by the following professional societies: National Consortium for Health Science Education, Association of Schools of Public Health, American Board of Medical Specialties, Healthcare Leadership Alliance, and the National Association of State Directors of Career Technical Education Consortium Health Science Career Cluster.

None of these organizations currently serve as accrediting bodies. Existing accreditors in this field focus either on solely clinical fields (Accrediting Bureau of Health Education Schools, Commission on Accreditation of Allied Health Education Programs) or administrative/managerial programs operating at the graduate level (Council on Education for Public Health, Commission on Accreditation of Healthcare Management



Education). As a result, the program does not intend to seek national accreditation at this time.

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

N/A

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

N/A

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

Though not intended to be a fully competency-based model, this program does include elements of competency-based education including the potential for direct assessment of certain program outcomes (see section 5b.). As these assessments are developed and validated, we will seek approval through the Northwest Commission on Colleges and Universities (NWCCU) which provides an approval process for “hybrid” competency-based programs in which less than 50% of the program can be completed using direct assessment. In such cases, NWCCU instructs institutions to report the program as a substantive change.

**4. Need**

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

**Projected Headcount**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
8	22	32	45	50	52

In addition to students pursuing a major, this program will include a certificate option for students majoring in other disciplines (Business, Biology, etc.). A certificate in Healthcare Administration will help attract and strengthen the preparation of such students who intend to apply to graduate or professional programs in medical fields by broadening their skill sets and demonstrated competency in understanding social, economic, and ethical issues in healthcare.

Since most of the courses for this major are part of other degree programs, small initial student numbers are not a concern. Few courses would be applicable only to students in the Healthcare Administration major.

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

**Projected Graduates**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
0	5	17	25	30	35

This program is designed for three different student audiences: 1) students initially intend on studies leading to clinical healthcare - medical, dental, nursing, etc. - but find that an administrative pathway provides a better match for their aptitudes and aspirations; 2) students who enter SOU intent on pursuing this specific degree; and, 3) students who have earned an community college Allied Health certificate or degree or who have already entered the job market and now seek a four-year degree for professional advancement.

The first audience captures students who may otherwise quit or transfer out of SOU after finding that advanced science coursework or lengthy post-graduate study is more than they are prepared to tackle. These students are easiest to reach immediately and route into the program; they will be the graduates over the first three years of the program. They are not, however, our primary market; this degree seeks primarily to bring in new students. The second and third audiences follow from work done at the regional high school and community college levels to build a pipeline for employment in the healthcare industry. (See 4.d, Evidence of Market Demand). New high school programs in Medford and Grants Pass, as well as dual credit programs from Rogue Community College, promote interest in and readiness for healthcare careers. In response to industry demand, Rogue Community College has significantly grown its Allied Health programs in recent years. These programs are graduating increasing numbers of students who have been in the job market for up to four years. We anticipate a small but growing percentage of these students will return to school seeking career advancement through higher education, as employer data indicates a growing demand for healthcare administrators.

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

As this major has been developed specifically to address regional need and in concert with regional high school and community college programs, we anticipate students to be primarily Oregon residents. However, this major has also been developed at a time of significant change in the healthcare industry; the program offers a degree responsive to emerging developments in healthcare such as greatly increased need for administrator competency in organizational dynamics and change management. This provides SOU with an outstanding opportunity to market this degree much more widely. Accordingly, students will be a mix of full-time traditional students and non-traditional students returning to college either full-time or part-time.

d. Evidence of market demand.

Data compiled by the Oregon Employment Department and by the Rogue Valley Healthcare Workforce Steering Committee indicate that Healthcare is the fastest growing industry in the state of Oregon, and the leading growth sector for Southern Oregon for more than two decades (<https://www.qualityinfo.org/ed-ceest/?at=2&t1=4121032780~0~0~00000000~2016~or&t2=4121032780~1~0~65620000~2016~or>). ODE forecasts 13.1% growth for the healthcare sector in Jackson and Josephine counties, 2014-2024. Among the positions requiring a bachelor degree or higher, OED projects 1,470 openings for Medical and Health Services Manager positions in the next five years in Southern Oregon; this is the fourth-largest need OED’s list for the region.

In response to this growing demand the region’s high schools are investing considerable effort and resources in developing an articulated Healthcare Pathway leading to entry level industry certifications. Rogue Community College and Oregon Tech, meanwhile, are expanding their Allied Health programs to meet growing industry needs in technical fields. These combined efforts leave an open niche in fields requiring a bachelor’s or advanced degree that could be filled by SOU degree program.

ODE forecasts the growth rate for Medical and Health Services Managers at 13.4%, much higher than the 9 percent growth forecasted for all industries in the Rogue Valley. Currently there is no defined route for Allied Health graduates to obtain the bachelor’s degree needed for most medical management positions; existing bachelor’s degree programs at SOU do not articulate with the Allied Health programs. By providing a pathway for current healthcare workers from entry-level employment into management, SOU is meeting a growing regional need for healthcare managers. When choosing supervisors, employers generally look for experience, job knowledge, organizational skills, and leadership qualities (Liming & Wolf, 2008); this degree program is designed to attract experienced entry-level healthcare workers and provide them with the organizational skills and leadership qualities to advance.

**Rogue Community College Allied Health Programs - Graduates**

	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>
CNA1	44	66	50	53
CNA2	26	5	41	31
BASIC HEALTH CARE	7	26	26	43
CLINICAL LAB ASSISTANT	0	0	13	7
MEDICAL ASSISTANT	0	0	17	31
TOTAL	77	96	147	185

The program is designed in response to significant changes in the healthcare sector, including cost containment issues and a new focus on patient satisfaction. In 2015 the Medical College Admission Test (MCAT) was changed significantly, reflecting major changes in the way healthcare is being delivered. SOU’s Healthcare Administration degree builds on these national changes informed by input from regional employers; program outcomes were determined in consultation with employers. In a 2016 study

completed by SOU Market Research students, 91% of survey responders indicated a need for an undergraduate degree that focuses on emerging needs in the healthcare field. Employers indicated an emerging need for employees with strong teamwork and communication skills as well as basic understanding of health care systems, business fundamentals, and administrative skills.

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

N/A.

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

A growing number of jobs require a bachelor's degree (Berg, 2011). Employers are looking for people with intrinsic motivation, the ability to lead, the ability to innovate (Friedman, 2013). This program will prepare students for upper-level leadership positions in their field of work. For the increasing number of students completing Allied Health programs, this degree opens a pathway to advancement in healthcare management.

## 5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

The following program outcomes represent a synthesis of national industry standards which have been validated and refined through extensive vetting by an Advisory Council of regional healthcare employers<sup>1</sup>:

- 1) Communication. Students will be able to:

- a) Demonstrate effective methods for delivering and obtaining information
- b) Communicate and interpret health information accurately
- c) Translate information between various stakeholders and professional communities
- d) Apply emotional intelligence to workplace issues

- 2) Cultural competence. Students will be able to:

- e) Identify and respect that definitions of health vary across cultures
- f) Demonstrate appreciation and respect for diverse cultures, values and norms
- g) Recognize the need to work with the whole person, not just the physical ailment

<sup>1</sup> Healthcare organizations represented in the regional Advisory Council: Rogue Community College School of Health and Public Service, Providence Medical Group, Asante, Pacific Retirement Services, Woollard Ipsen, Veteran's Affairs, La Clinica, and Jackson County Health and Human Services.

- h) Identify and articulate how workplace cultures vary
- 3) Information management. Students will be able to:
- i) Interpret and use data for effective decision making
  - j) Utilize information technology applications common across health professions
  - k) Use analytics to develop a written case or presentation to inform organizational decisions
  - l) Synthesize data for patterns, trends and focal areas for further interpretation and subsequent action
- 4) Organizational dynamics and change management. Students will be able to:
- m) Apply data to support continual improvement processes
  - n) Articulate and apply motivation theories to manage teams and individuals within an organization
  - o) Employ behavioral interviewing processes
  - p) Apply principles of adult learning theory to enhance staff support and development
- 5) Business processes. Students will be able to:
- q) Demonstrate understanding of basic business principles including financial and human resource management, marketing, and strategic planning
  - r) Apply business principles, including systems thinking, to the healthcare environment
- 6) Ethics and professional standards. Students will be able to:
- s) Align personal and organizational conduct with ethical and professional standards
  - t) Demonstrate professional responsibility to patient and community through a service orientation
  - u) Analyze and present data within legal and regulatory guidelines while upholding the strictest standards of confidentiality
  - v) Demonstrate a commitment to lifelong learning
- 7) Basic understanding of the health care sector. Students will be able to:
- w) Demonstrate proficiency in the use of common medical terminology
  - x) Understand the history and evolution of the health care industry
  - y) Apply concepts in trauma-informed care
  - z) Articulate and apply principles of evidence-based practice
  - aa) Identify different components of the healthcare sector and explain how they interrelate
- 8) Basic understanding of human health. Students will be able to:
- bb) Identify the connection between mental and physical health
  - cc) Identify social determinants of health
  - dd) Articulate the significance of health promotion and global health
  - ee) Demonstrate a fundamental knowledge of biomedical and clinical sciences
  - ff) Articulate an understanding of holistic health

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

The program will employ a proficiency-based assessment model in which students are required to demonstrate competency in program outcomes in a variety of both academic and field-based settings. Similar to the process employed by the Education department to assess the performance of student teachers in authentic school-based settings, field placement supervisors from community organizations serving as practicum sites will employ “proficiency assessment forms” to evaluate students’ ability to demonstrate required competencies in practice. The Program Coordinator and Community Advisory Council will be responsible for arranging appropriate practicum sites, developing proficiency assessment forms, and training field supervisors to assess student performance.

Embedded program assessments will also occur within academic courses, with the Program Coordinator serving as a resource for course instructors to review and help align assessments with designated program outcomes.

Finally, certain program outcomes will be designated as eligible for direct assessment. Once an appropriate test is identified and validated, for examples, students may be required to pass a test in medical terminology in order to satisfy Outcome 7w, Demonstrate proficiency in the use of common medical terminology. Similarly, an online certificate earned on HIPPA compliance (the Health Insurance Portability and Accountability Act) may be accepted as partial fulfillment of outcomes 6s: Align personal and organizational conduct with ethical and professional standards; and 6u: Analyze and present data within legal and regulatory guidelines while upholding the strictest standards of confidentiality

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

The research and scholarly work expected of program faculty, and indicators of success in those areas, are codified within the Faculty Performance Expectations established by each department and used for Promotion and Tenure. Links to current Faculty Performance Expectations are found on the Academic Affairs webpage.

## **6. Program Integration and Collaboration**

- a. Closely related programs in this or other Oregon colleges and universities.
- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
- d. Potential impacts on other programs.

The program will enable SOU to retain and graduate students who initially intend to pursue careers within medicine but discover that administrative fields are a better match for their interests and aptitudes. A proposed certificate in Healthcare Administration will also help strengthen the preparation of students who do persist in other majors with the intention of applying to graduate or professional programs in medicine by enhancing the communication skills and cultural competency often lacking but highly desired among clinical providers.

## **7. External Review**

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

N/A.

*Revised 4-7-16*

# Future Meetings



**Adjourn**