



OFFICE OF THE BOARD OF TRUSTEES

**Public Meeting Notice**

April 13, 2020

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

**FROM:** Sabrina Prud'homme, University Board Secretary

**RE:** Notice of Regular Committee Meeting by Videoconference

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

Topics of the meeting will include a provost's report offering updates on the Provost's Council, operations and work of task forces. There will be a vice president's report with a review of the enrollment dashboard and an update on the Multicultural Resource Center and shared spaces. There will be discussion and action on the preparation of diverse educators. Discussion items will include curriculum updates on Gender, Sexuality, and Women's Studies programs and new certificate programs in Holistic Education, Music Industry and Sound Design; updates on modified operations in student affairs and the Enrollment Management Council also are planned. There also will be a review of improvements in the student employment process.

The meeting will occur as follows:

Monday, April 20, 2020

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

Visit [governance.sou.edu](http://governance.sou.edu) for meeting materials.

Visit [sou.edu/video](http://sou.edu/video) to stream the meeting proceedings at the time of the meeting.

Zoom Meeting information will be provided for trustees and meeting participants.

If special accommodations are required or to provide written public comment or testimony, please contact Kathy Park at (541) 552-8055 at least 72 hours in advance.

**Public Comment**

Members of the public who wish to provide public comments for the meeting are invited to submit their comments or testimony in writing. Please send written comments or testimony to the Board of Trustees email address: [trustees@sou.edu](mailto:trustees@sou.edu). Public comments also may be sent to the board via postal mail addressed to SOU Board of Trustees, 1250 Siskiyou Boulevard, Ashland, OR 97520.



**Board of Trustees**  
**Academic and Student Affairs Committee Meeting**  
**April 20, 2020**

# Call to Order / Roll / Declaration of a Quorum



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

**Monday, April 20, 2020  
12:00 p.m. – 3:30 p.m. (or until business concludes)  
DeBoer Room, Hannon Library**

**AGENDA**

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

- |         |          |   |  |
|---------|----------|---|--|
|         | <b>1</b> | <b>Call to Order/Roll/Declaration of a Quorum</b> | Chair Daniel Santos  |
|         | 1.1      | Welcome and Opening Remarks                       |  |
|         | 1.2      | Roll and Declaration of a Quorum                  | Sabrina Prud'homme,<br>SOU, Board Secretary  |
|         | 1.3      | Agenda Review                                     | Chair Santos   |
|         | <b>2</b> | <b>Public Comment</b>                             |  |
| 5 min.  | <b>3</b> | <b>Consent Agenda</b>                             |  |
|         | 3.1      | Approval of January 16, 2020 Meeting Minutes      | Chair Santos   |
| 20 min. | <b>4</b> | <b>Provost's Report</b>                           | Dr. Susan Walsh, SOU,<br>Provost and Vice President<br>for Academic Affairs                |
|         | 4.1      | Provost's Council Update                          |  |
|         | 4.2      | Operations Update                                 |  |
|         | 4.3      | Update on the Work of Task Forces                 |  |
| 15 min  | <b>5</b> | <b>Vice President's Report</b>                    | Dr. Neil Woolf, SOU, Vice<br>President for Enrollment<br>Management and Student<br>Affairs |
|         | 5.1      | Dashboard and Enrollment Update                   |  |
|         | 5.2      | Multicultural Resource Center and Shared Spaces   |  |

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

**Monday, April 20, 2020  
12:00 p.m. – 3:30 p.m. (or until business concludes)  
DeBoer Room, Hannon Library**

**AGENDA (Continued)**

	<b>6</b>	<b>Action, Information and Discussion Items</b>	
15 min.	6.1	Preparation of Diverse Educators (Action)	Dr. John King, SOU, Division Director, Education
35 min	6.2	Curriculum Update	
	6.2.1	Gender, Sexuality, and Women’s Studies	Dr. Susan Walsh
	6.2.2	Certificate in Holistic Education	Dr. Jody Waters, SOU, Associate Provost
	6.2.3	Certificate in Music Industry	Dr. Jody Waters, SOU, Associate Provost
	6.2.4	Certificate in Sound Design	Dr. Jody Waters, SOU, Associate Provost
25 min.	6.3	Student Affairs Modified Operations Update	Dr. Neil Woolf; Taylor Burke, SOU, Dean of Students; Anna D’Amato, SOU, Executive Director, Student Health and Wellness Center; Staci Buchwald, SOU, Director, Housing
	6.4	Enrollment Management Council Update	
10 min.	6.4.1	Financial Aid Leveraging	Dr. Neil Woolf
15 min.	6.4.2	New Enrollment Initiatives	Dr. Neil Woolf
20 min.	6.5	Student Employment Process Improvements	Alana Lardizabal, SOU, Director, Human Resources; Max Brooks, SOU, Career Preparation Coordinator

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

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**AGENDA (Continued)**

- |     |                    |              |
|-----|--------------------|--------------|
| 6.6 | Future Meetings    | Chair Santos |
| 7   | <b>Adjournment</b> | Chair Santos |

# Public Comment

# Consent Agenda

**Southern Oregon University  
Board of Trustees  
Academic and Student Affairs Committee Meeting  
Thursday, January 16, 2020**

**MINUTES**

**Call to Order/Roll/Declaration of a Quorum**

Committee Members:

Daniel Santos	Present	Barry Thalden	Present
Jonathon Bullock	Present	Steve Vincent	Absent
Dylann Loverro	Present	janelle wilson	Present
Deborah Rosenberg	Present		

Chair Daniel Santos called the meeting to order at 12:05 p.m. in the DeBoer Room of the Hannon Library and welcomed Dylann Loverro, the board's newest trustee. The secretary recorded the roll and a quorum was verified.

Other trustees in attendance: Lyn Hennion, Les AuCoin, Megan Davis Lightman and Dr. Linda Schott.

Other attendees included: Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs; Greg Perkinson, Vice President for Finance and Administration; Dr. Susan Walsh, Provost; Janet Fratella, Vice President for University Advancement; Dr. Suresh Appavoo, Senior Executive for Equity and Diversity; Jason Catz, General Counsel; Sabrina Prud'homme, Board Secretary; Ryan Schnobrich, Internal Auditor; Taylor Burke, Dean of Students; Dr. Jody Waters, Associate Provost; Kelly Moutsatson, Erin Evans and Ian Parent, all from Admissions; Travis Lee and Nick Marshall, both from Oregon Army National Guard; Mark Timmons, John Maa, Kilisi Satele, O'Riley Leau, Judith Mulitalo, Akludina Taupo and Raelyn Grey, all from ROTC; Ria Galo, Poasa Galo and Leasapai Afoa, community members; Dr. Kylan de Vries, Gender, Sexuality and Women's Studies; Dr. Carey Sojka, Gender, Sexuality and Women's Studies; Joe Mosley, Marketing and Communications; Dr. Karen Stone, Associate Vice President for Academic Resource Management; Luke Williams, Enrollment Services; Karen Bolda, Center for the Arts; John Stevenson, Information Technology; and Kathy Park, Office of the Board Secretary.

**Public Comment**

There was no public comment.

**Consent Agenda**

Trustee Deborah Rosenberg moved to approve the consent agenda, as presented. Trustee Barry Thalden seconded the motion and it passed unanimously.

**Provost's Report**

Other General Updates

Dr. Susan Walsh first provided an organizational update: searches are underway for the Director for Business, Communication and the Environment as well as the University Librarian; the leadership team for The Farm is settling in.

Dr. Walsh said SOU is working on a proposal for a stand-alone minor in e-sports, which will serve the growing demand for e-sports industry leaders. President Linda Schott added that SOU has the opportunity to be the first in the market on the west coast. Dr. Walsh said the minor will be connected to several programs, including Emerging Media and Digital Arts (EMDA); Business, Communication and the Environment; and Computer Science. Dr. Neil Woolf added that the student affairs side is looking at including a competitive team/student club sport, hosting tournaments, carving out space in the Student Recreation Center and building in a wellness component.

Dr. Walsh said SOU has begun offering badges and micro-credentials and started the process by adding onto existing technology. Badges and micro-credentials are offered in the areas of adult learning, high school mental and behavioral health, paraprofessional and educational assistance, and transformative leadership.

Dr. Walsh said the SOHEC leadership teams continue to meet regularly and have a retreat planned for March 12. President Schott said the presidents have discussed how they can help move the work forward and have hired a facilitator to help with discussions on accomplishments and prioritizing work for the next several months. Dr. Woolf mentioned the dual admission transfer program with RCC, which should be implemented this year. The institutions have smoothed issues on the reverse transfer process. The consortium also is creating a website that will have information on transfer opportunities between the four schools.

Dr. Walsh said the general education task force is making progress. It recently presented its progress to Faculty Senate and has settled on six general education capacities and will develop learning outcomes and proficiencies.

#### Provost's Council Update

Dr. Walsh said her tenure as the chair of the Provost's Council will end in March. The provosts have been working on HB [2998], the idea of which is that students from Oregon's community colleges can transfer to one of the seven universities with a guarantee of 90 credits in the academic disciplines that offer a major. The work will take many years to accomplish.

The provosts are drafting a letter to send to the HECC regarding program duplication, taking a stand on the need for duplication when there is a demonstrable student need and evidence of market support.

Turning to Senate Bill 3, which permits community colleges to offer applied baccalaureate degrees in specific majors (e.g., business and nursing), Dr. Walsh said it continues to move forward. Responding to Trustee AuCoin's inquiry, Dr. Walsh said this could impact SOU's enrollment in the applied bachelor's degree in business.

#### **Vice President's Report**

##### Other General Updates

Dr. Neil Woolf provided an organizational update: Taylor Burke is the new Dean of Students and Executive Director of Student Life; in her staff capacity, Trustee janelle wilson is the new Associate Dean of Students.

Dr. Woolf discussed the audit of communications to students and the need to revise the tone of the messages to be more helpful and friendly. He compared old and revised versions of the Student Health and Wellness Center's message regarding the need for vaccination verification. Trustee Loverro said the new one feels less like a finger-wag and more like a helping hand. Student Affairs is exploring all of its communications.

Dr. Woolf said he and his counterparts at the other universities have created a student affairs and enrollment group. Some of the items they are working on include mental health services for students as well as enrollment and budget challenges.

Turning to the student satisfaction survey mentioned at the last meeting, Dr. Woolf said there is now a We Hear You/Frontline Committee to address issues raised in the survey. For example, the committee has created a student referral resource sheet. Additionally, SOU held workshops on the graduation application process, with over 200 students attending. Based on a report Dr. Woolf has requested, student focus groups will provide additional feedback on their experiences at SOU. Dr. Woolf and Trustee Wilson mentioned the Creating the Wardrobe initiative to assist students.

Dr. Woolf also described building renovations, department moves, space reconfigurations and rebranding. SOU is using artificial intelligence and now has Rocky-bot, a chatbot that responds to current and prospective students.

Dr. Woolf said SOU is the first school in Oregon to be designated a Purple Heart University, a military and veteran distinction. The National Association of Student Financial Aid Administrators has nominated the Financial Aid Office and its director, Kristen Gast, for an innovation and creativity award for their 5-minute wellness checks.

Discussing transfer students, Dr. Woolf said Enrollment Services and Institutional Research completed an audit of transfer students for fall 2019 and concluded that SOU applied 93.8 percent of the credits transferred towards students' degrees at SOU. There are three main reasons SOU will not accept credits for transfer: failed courses, remedial courses, and repeated credits.

Dr. Woolf mentioned changes being planned in student spaces to provide more opportunities for students of color and of different backgrounds to collaborate and work together. Chair Santos added that these efforts will help SOU meet its cultural competency requirements.

#### Enrollment Dashboard Update

Dr. Woolf reviewed the dashboards as included in the meeting materials, noting that revisions are responsive to the committee's request to see more longitudinal data. Responding to trustees' questions, discussion ensued on retention and graduation rates and possible reasons why students drop out and do not graduate.

#### **Action, Information and Discussion Items**

New Bachelor's Degree Program in Gender, Sexuality, and Women's Studies (Action)  
and New Certificate Program: Transgender Studies (Action)

Introducing the agenda items, Dr. Walsh reminded committee members of the curriculum approval process.

Dr. Kylan de Vries and Dr. Carey Sojka provided some history on the Gender, Sexuality and Women's Studies (GSWS) program and highlights of the proposals. The GSWS program is interdisciplinary and the proposals build on existing strengths in the program, the GSWS Council and the existing minor. Dr. Walsh later said the certificate will support several majors, especially the healthcare administration degree. The proposals are responsive to student interest, employment trends, and the diversifying world. Dr. de Vries said that, as far as he knows, there is no program in the nation that solely addresses transgender studies. He said one of the strengths of the new major and certificate is that few new resources are required.

Dr. Sojka discussed the community and regional benefits of the proposals: meeting needs of employers in the region; institutional and regional partnering, including on-campus events and resources as class projects, a year-long capstone for the major, and expanding the potential for service learning for students; and the transgender and queer training program that is available to local businesses. Responding to Chair Santos' inquiry, Dr. Sojka said fees are charged for the training.

Responding to President Schott's inquiry, Dr. de Vries said the program will not be available online but it would be something to consider. President Schott encouraged them to think about online components so others across the country can access them.

Dr. Sojka discussed the Campus Pride Index national ranking, saying SOU consistently has ranked highly. She hopes the creation of the new major and certificate will continue to be a draw for potential students. Discussion ensued on various aspects of the proposals and potential career opportunities.

Trustee Rosenberg moved to approve the new bachelor's degree program in gender, sexuality and women's studies; Trustee Wilson seconded the motion and it passed unanimously. Trustee Loverro then moved to approve the new certificate program in transgender studies; Trustee Rosenberg seconded the motion and it passed unanimously.

#### Enrollment Council Update

*Financial Aid Leveraging Model* - Dr. Neil Woolf said financial aid is a tool to help students to come to SOU and to retain them. Price is the second-most important factor when choosing a college, with academic programs being first.

Dr. Woolf discussed the competition factor for Oregon high school graduates, as included in the meeting materials. With a 47.8 percent college continuation rate, reducing that number by those who leave Oregon to go to college and those who will attend the large Oregon state universities, there are then 54 higher education institutions in Oregon competing for the remaining 7,432 high school graduates. Many of those institutions use financial aid to recruit students.

In creating a model, SOU's financial aid leveraging consultant looks at three metrics: the yield and retention rates for students; what percent of their financial need is met; and yield by institutional gift. Dr. Woolf described the process to develop an aid strategy and a student's academic rating and index.

An awarding model has been developed for 2020-21, as included in the meeting materials. Dr. Woolf said the awards are included in admission letters and students do not need to apply for them. The model projects an increased enrollment of 46 new students, resulting in over \$522,000 in additional tuition revenue.

Discussion ensued on the desired discount rate, the importance of responsible growth, the basis for amounts awarded and not awarded, and accuracy of the FAFSA forms.

*Mentoring Collective* – Dr. Woolf highlighted SOU’s formal mentoring programs. The Student Life Office runs a peer mentoring program for first-year students; there are about 100 students involved in the program. Similarly, the Bridge Program has about 50 mentees in their program. The Outdoor Program also has a peer mentoring program that serves 35 students. The Honors College assigns each new student a community mentor and 25 new students participate each year. Faculty also serve as mentors.

SOU has to balance the benefits of mentoring programs with their cost and return. Not a lot of students choose to participate in the programs. The question is if it is a high-value retention strategy. Trustee Bullock provided information on a research study on mentoring. Trustee Thalden expressed strong support for mentoring programs.

*Implementation of Education Advisory Board’s Navigate System* - Luke Williams, the project lead, said stage 1 is complete; the app is fully developed and published to all first-time students; training materials have been created; and training has been conducted for employees. Stage 2 includes creating an intervention system to catch students before they fall and be an agent in their success. Stage 3, which will be in fall 2020, will be a push to all students across campus.

#### Programming for Students from American Samoa

Dr. Neil Woolf said that, when he arrived, there were concerns about recruiting students from American Samoa but not providing them support. He provided background information on American Samoa and mentioned SOU’s opportunity to help with educational attainment. Kelly Moutsatson described SOU’s recruiting efforts in American Samoa and its special relationship with the Oregon Army National Guard. Colonel Travis Lee and Major Mark Timmons discussed the partnership between the Oregon Army National Guard, ROTC and SOU; the mentorship program ROTC runs for the soldier-students; and the financial benefits available to qualified students.

Dr. Woolf stressed the critical importance of community support to SOU’s students from American Samoa and recognized board chair, Lyn Hennion, for her assistance in this area. He introduced Ria Galo, Poasa Galo and Leasapai Afoa, members of the Samoan community in the valley, and said they contribute immensely to that support. Ms. Galo, Mr. Galo and Mr. Afoa shared some personal background information and mentioned some of the ways they support students.

#### Future Meetings

Chair Santos said the next meeting would be on April 20.

#### **Adjournment**

Chair Santos adjourned the meeting at 3:38 p.m.

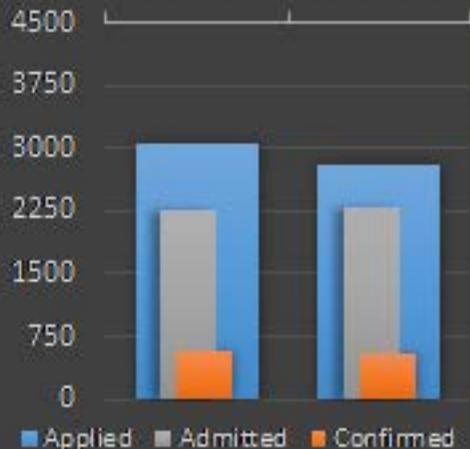
# Provost's Report

# Vice President's Report

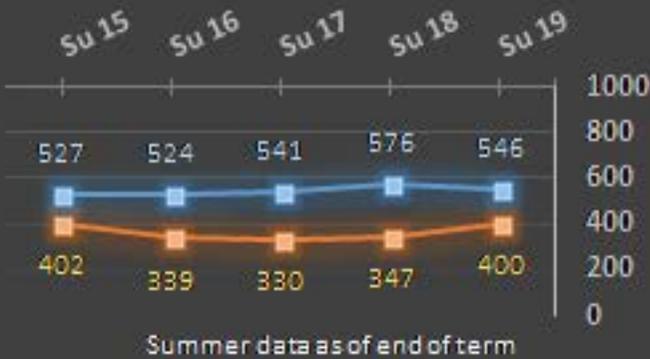
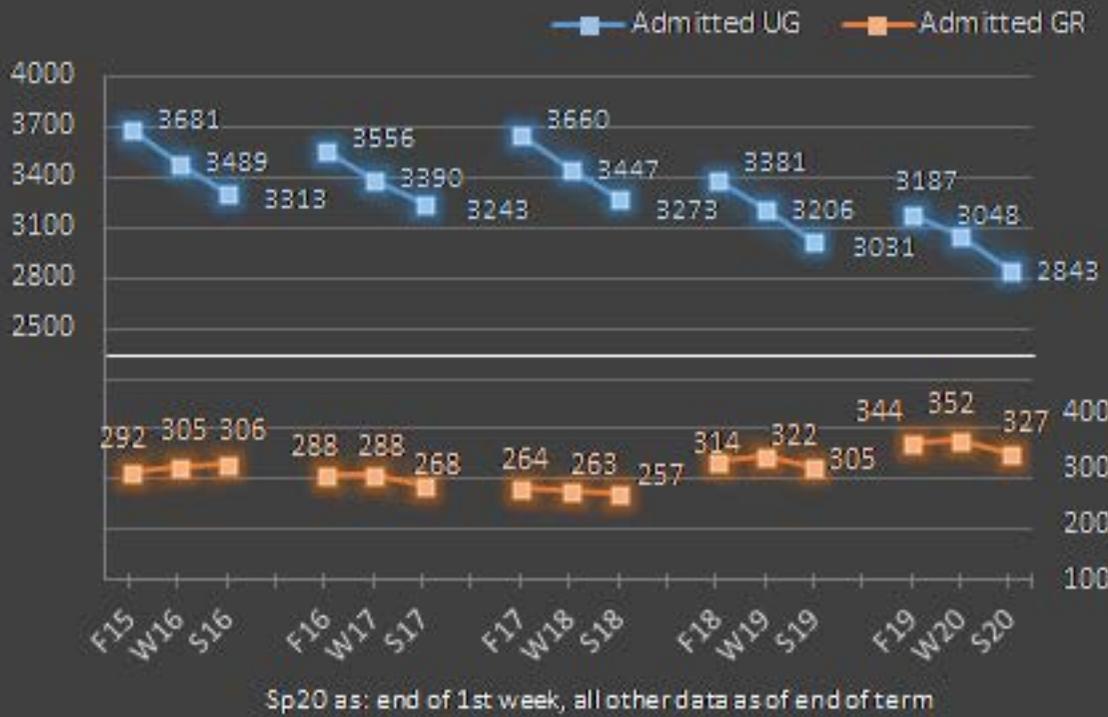
### Admission Funnel

24 weeks before start of term

Fall 2019    Fall 2020

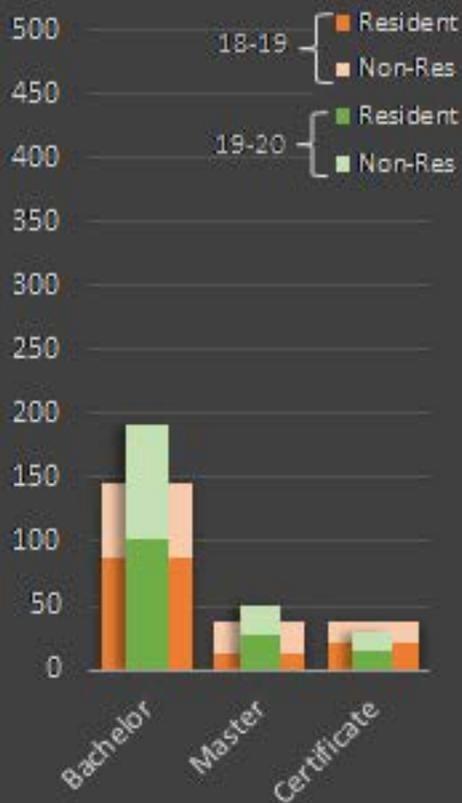


### Admitted Student FTE



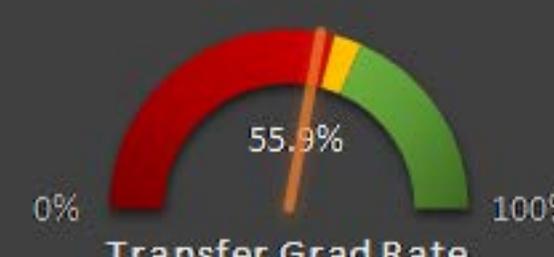
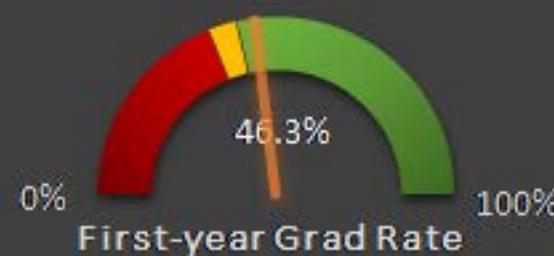
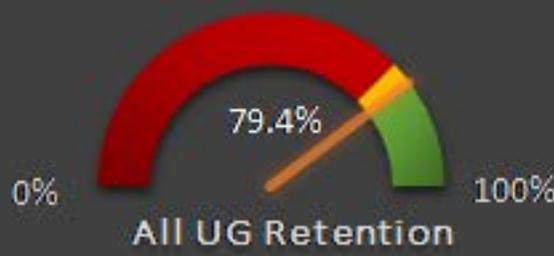
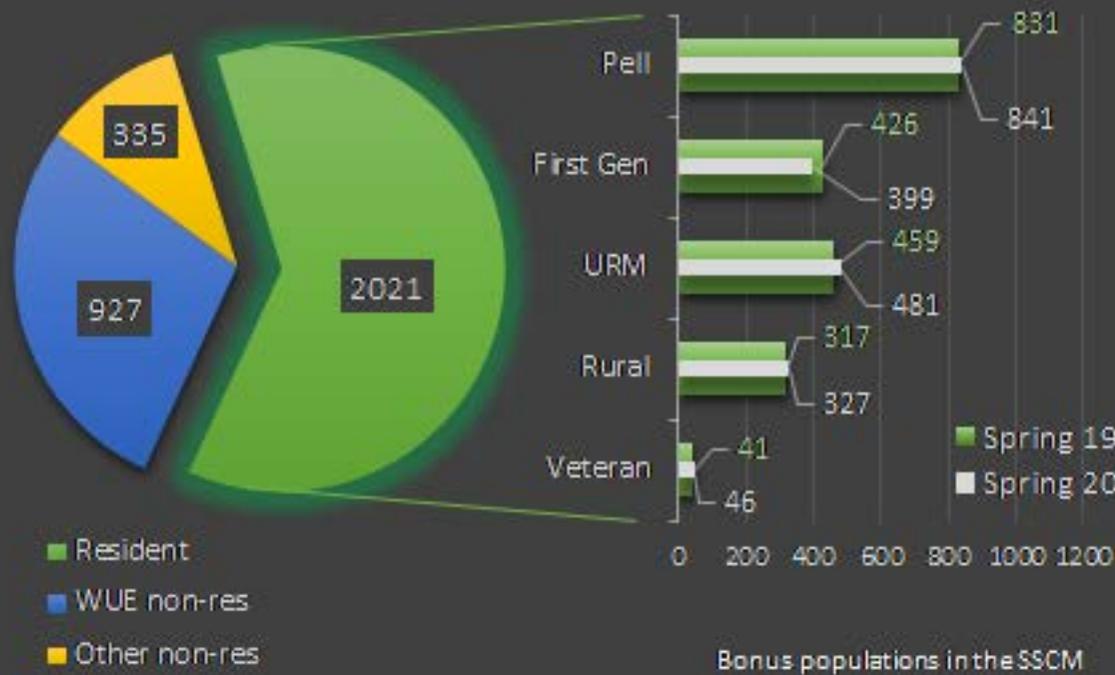
### Degrees Awarded

Through March

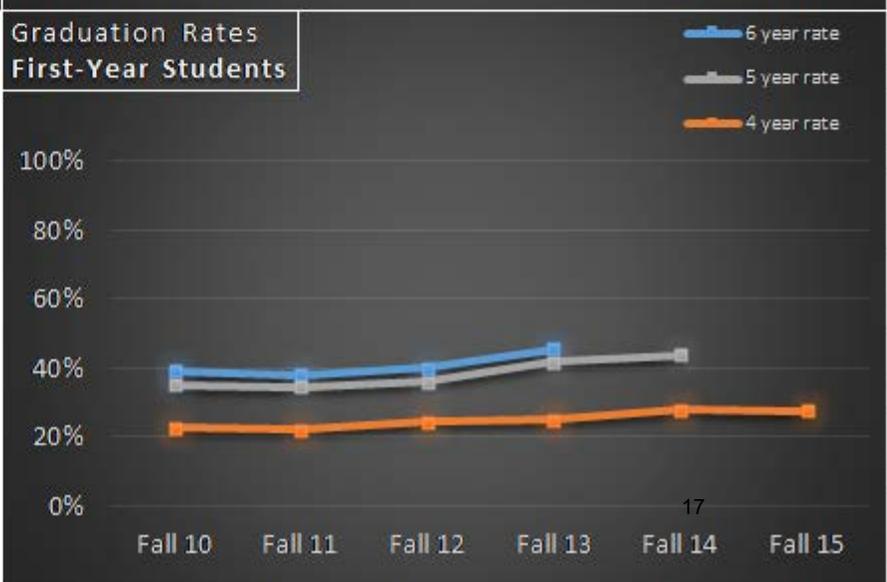
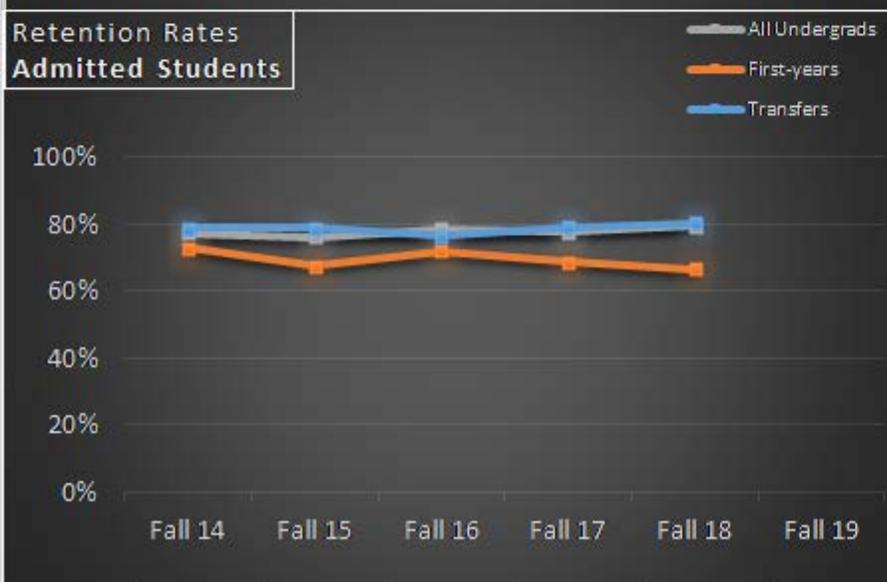
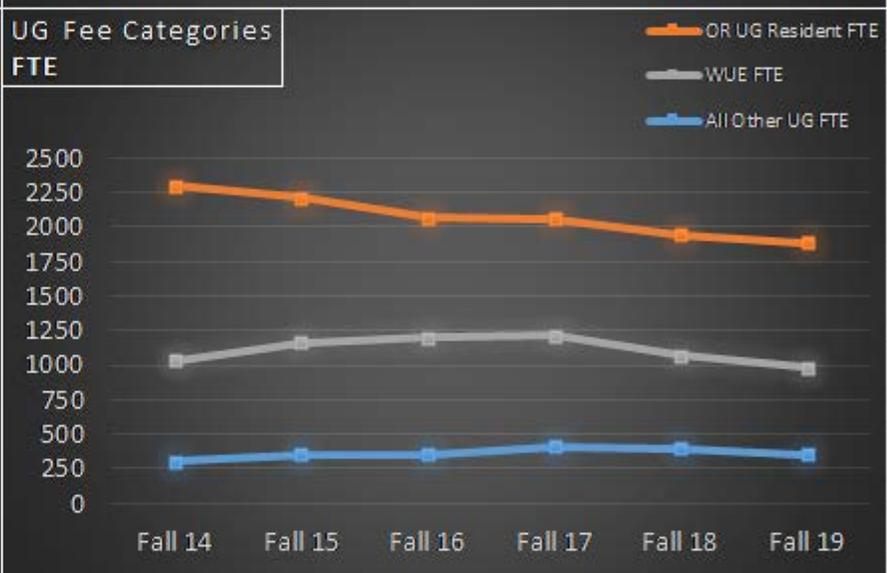
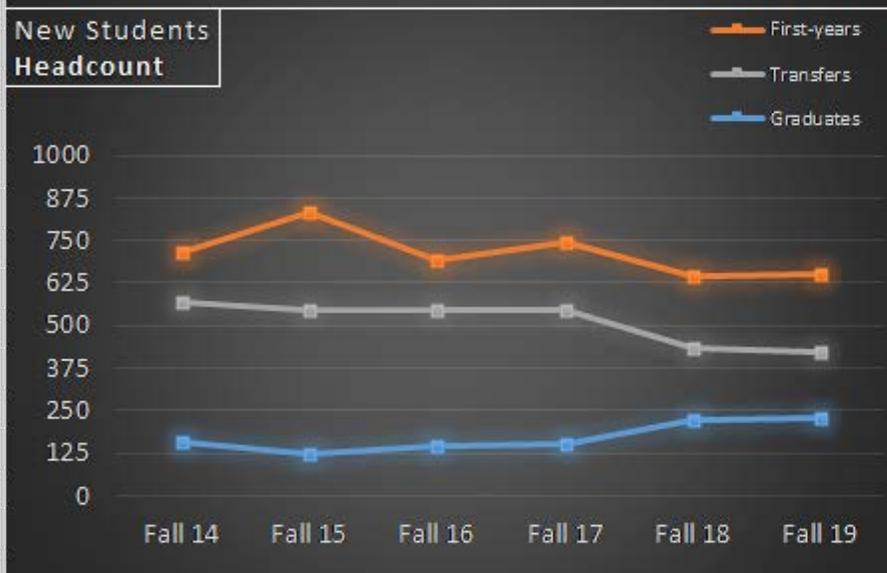
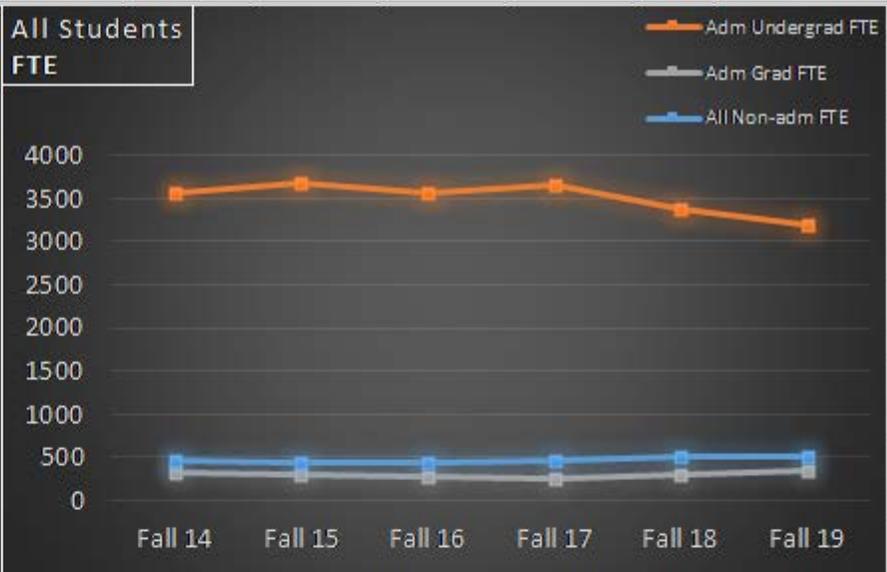
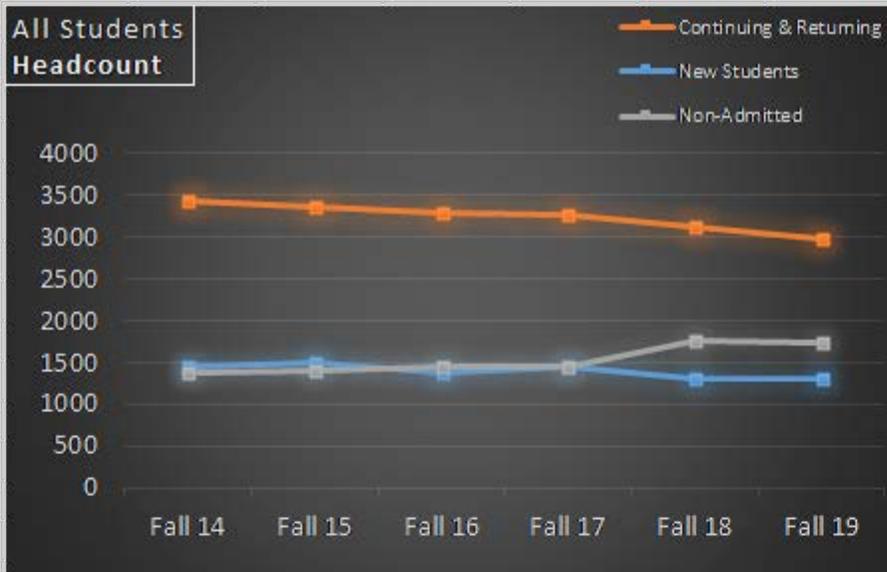


### Spring 2020 Admitted UG Students

end of 1st week



Yellow zones indicate prior year value



# Preparation of Diverse Educators (Action)

**The Southern Oregon Pathway to Teaching**

**Southern Oregon University  
Educator Equity Plan**

**2020**



## **Recruiting and Developing Diverse Educators in Southern Oregon**

Oregon's Educator Equity Act (ORS 342.433 to 342.449) establishes a statewide goal that "the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district" (ORS 342.437 as amended by HB 3375, Section 3, 2015). The educator preparation programs in our state are a critical link in achieving this goal.

Pursuant to ORS 342.447, Oregon's six public education schools and colleges are required on a biennial basis to prepare written plans that detail the recruitment, selection, retention, and graduation of diverse educators (HB 3375, Section 6, 2015). The six institutions providing plans are: Eastern Oregon University, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, and Western Oregon University. The law requires the HECC to "review the plans for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions are made, shall adopt the plans."

### **The Southern Oregon Pathway to Teaching**

The Southern Oregon University Educator Equity Plan has been reviewed and approved by both the SOU Board of Trustees and the HECC in 2016 and 2018. Goals identified in that plan include:

- 1) Increasing the number of teachers from culturally and linguistically diverse backgrounds within schools throughout Southern Oregon;
- 2) Increasing the diversity of university enrollment by expanding the pipeline of culturally and linguistically diverse students from within the Rogue Valley who are actively encouraged and academically prepared to enter and succeed in higher education.

Core strategies for achieving these goals include:

- a) Starting early: linking with existing minority outreach efforts which begin in the 8<sup>th</sup> grade and employ a whole family approach.
- b) Articulated career pathway including dual credit: providing tuition assistance for students to earn 15 credits of college coursework while still in high school.
- c) Bridging systems to support post-secondary and career aspirations: working with students and families as they navigate the transition from K-12 to higher education and into the workforce.
- d) Incentivizing participation for culturally and linguistically diverse students: participating students receive an intent to interview letter upon graduating from high school along with tuition remissions and paid internships during the final year of their teacher preparation program.
- e) Building community partnerships around common priorities and shared commitments: programing and financial contributions from Southern Oregon University, the Medford and Phoenix-Talent School Districts, and the Southern Oregon Educational Services District.

## Progress Achieved to Date

Since the inception of the Pirates to Raiders program to support academic success and post-secondary aspirations for Latinx students in the Phoenix-Talent School District in 2011, SOU’s Minority Outreach Pathway Programs have expanded to serve over 300 students across six schools and two districts. The inaugural cohort of 24 8<sup>th</sup> graders at Talent Middle School have now progressed through various milestones including high school graduation and college admission and, beginning this current year, graduation from college and admission to graduate school. Additional 8<sup>th</sup> grade cohorts began at McLoughlin Middle School in the Medford School District in 2015 and Hedrick Middle School in 2017.

Table 1: SOU Minority Outreach Pathway Programs Enrollment and Outcomes

	2015-16	2016-17	2017-18	2018-19	2019-20
Total students served (grades 8-12)	164	189	234	304	324
8th grade cohort	46	69	69	77	56
Graduating seniors	n/a	19	23	21	14
College attenders	n/a	19	18	16	12
SOU attenders	n/a	5	8	7	3
Retention rate*	83%	69%	75%	75%	n/a
SOU ED majors	0	1	2	2	3
SOU EPP candidates (MAT)	n/a	n/a	n/a	n/a	1
SOU EPP completers	n/a	n/a	n/a	n/a	n/a
Employed teachers	n/a	n/a	n/a	n/a	n/a

\* Latinx students from Medford & Phoenix-Talent SD

By providing after-school tutoring support, college preparation, application and financial aid workshops, and family engagement programming from grades 8 through 12, these programs have contributed to impressive gains in Latinx student success in both partnering school districts. As seen in Table 2, Latinx high school graduation rates have steadily improved in both districts to a point where both surpass the statewide average and, in the case of Phoenix-Talent, actually surpass that of the district average for all students.

Table 2: Four-Year Cohort Graduation Rates for Latinx Students\*\*

	2015-16	2016-17	2017-18	2018-19
Oregon-Hispanic/Latino	69.44	72.54	74.63	76.2
Medford SD-Hispanic/Latino	69.39	68.06	72.76	79.18
Phoenix-Talent SD-Hispanic/Latino	65.45	72.86	77.61	89.04

\*\* <https://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx>

Working in concert with other university-district partnerships designed to help diversify the teacher candidate pool, these pathway programs have contributed to significant increases in the number and proportion of culturally and linguistically diverse candidates in SOU’s teacher preparation programs. After having a total of 4 Latinx students from the Medford and Phoenix-

Talent districts enroll in SOU teacher preparation programs over the previous ten years, we now have 8 declared Education majors in the 4 years since the inception of the Pathway to Teaching and one student who has progressed to the graduate level MAT program and currently receiving full tuition remission by virtue of SOU’s Educator Equity Plan. Combined with the launch of satellite programs for place-bound students in Klamath Falls and Coos Bay, and the extension of copay privileges, scholarships, and direct loans to allay tuition costs for district paraprofessionals, the percentage of culturally and linguistically diverse candidates enrolled in SOU’s teacher preparation programs has risen from 9 to 24% over a four year period.

Table 3: SOU Educator Preparation Program Enrollments

Program Starters (MAT/SPED/EE)	15-16	16-17	17-18	18-19	19-20
All candidates	104	111	106	115	119
CLD candidates	9	15	20	17	28
CLD cohort percentage	9%	14%	19%	15%	24%

## **Continuing the Journey, Deepening the Commitment**

For the 2020-21 biennium, Guidance on Content of the Plans provided by the Higher Education Coordinating Commission recommends addressing 3 major areas:

Part 1. Identify specific measurable goals for increasing the preparation and retention of diverse educators enrolled in preliminary licensure programs, with a specific focus on retention by addressing five major student success factors: culture, student preparation, personal wellbeing, academic engagement and social integration (Roberts, 2018)<sup>1</sup>.

Part 2. Identify and describe practices and strategies to impact progress described in part 1.

Part 3. Reference timeline along which the strategies will be implemented, the progress expected, the impact measured, and the plans reviewed and improved continuously.

### **Part 1. SOU Goals**

Goal 1: The percentage of culturally and linguistically diverse candidates admitted to and completing SOU’s educator preparation programs will continue to increase by an average of 3% per year.

Goal 2: The retention rate for culturally and linguistically diverse students from SOU’s Minority Outreach Pathways will equal or surpass that of their whole cohort averages.

### **Part 2. SOU Strategies**

Strategy 1: Institute Sponsored Residencies to reduce barriers to entry, success and completion.

1a. Offer matching scholarships for CLD school paraprofessionals: Districts or tribal departments of education “sponsor” candidates by providing direct tuition assistance as candidates complete their teacher preparation program. Over the last three years, one

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<sup>1</sup> Roberts, J. (2018). Professional staff contributions to student retention and success in higher education, *Journal of Higher Education Policy and Management*, 40:2, 140-153, DOI: 10.1080/1360080X.2018.1428409

local district has provided scholarships to 11 paraprofessionals to support their ability to complete SOU's teacher preparation program. To help incentive other districts and tribal departments of education to follow suit, a 50% of SOU's allocated Educator Equity funding will be used to match scholarships provided by districts. The "University Partnership Agreement" currently utilized by SOU's online MBA program will serve as a template for formalizing this arrangement (see Appendix A).

- 1b. Allow co-teaching model to fulfill student teaching requirements: "Residency" models enable teacher preparation candidates to use their paid positions to satisfy student teaching requirements needed to qualify for licensure. In Oregon, OAR 584-400-0140 Clinical Practices requires candidates for educator licensure to complete at least 15 weeks of student teaching which must include at least nine consecutive full-time weeks during which the candidate assumes the full range of responsibilities of a classroom teacher for the purpose of developing and demonstrating the competencies required for initial licensure. Because student teaching must be supervised by a cooperating teacher and to comply with their contractual duties as a paid paraprofessional working under the direction of a licensed teacher, candidates completing a sponsored residency may satisfy student teaching requirements by utilizing a co-teaching model in which they collaboratively plan and deliver instruction throughout the 15 weeks. Research indicates that candidates prepared using this model often teach far more than candidates prepared using a traditional model of student teaching (Heck, Bacharach & Dahlberg, 2008)<sup>2</sup>.
- 1c. Offer evening and weekend class sessions to avoid conflict with paid employment: to ensure paraprofessionals are able to maintain their paid employment while completing SOU's teacher preparation program, all courses offered during the academic year have sections scheduled for evenings or weekends to avoid conflict with contracted work hours.

Strategy 2: Pilot the Student-Ready Campus Initiative to provide a smooth transition to the university setting and ensure more equitable access to culturally responsive supports. McNair et al. (2016)<sup>3</sup> coin the term "student-ready" to signify the need for universities to assume shared responsibility for the success of all students, including those who may not meet the standard perception of being fully "college-ready" upon entry. Becoming student-ready requires that institutions become more adept at valuing and developing student assets and social capital while also attending to the non-cognitive dimensions which can either contribute to or undermine students' experience of wellbeing, belonging and success. With an eye towards eventually expanding to other student groups, the pilot will focus on providing enhanced retention and navigation supports to students from SOU Minority Outreach Pathway Programs.

- 2a. Multicultural Retention Specialist and Navigation Coaches to help connect students with campus resources, provide peer support, and promote persistence (see Appendix B for draft position descriptions). The Multicultural Retention Specialist is a staff position responsible for helping students from underrepresented populations make a successful

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<sup>2</sup> Heck, T.H., Bacharach, N., & Dahlberg, K. (2008). Co-teaching: Enhancing the student teaching experience. 8<sup>th</sup> Annual IBER and TLC Conference Proceedings. Las Vegas: NV.

<sup>3</sup> McNair, T.B., Albertine, S., Cooper, M.A., McDonald, N., & Major, T. (2016). Becoming a student-ready college: A new culture of leadership for student success. San Francisco, CA: Jossey-Bass.

transition into the university setting, learn to navigate university systems and access available resources, and foster a sense of belonging and social connection. Navigation coaches are student worker positions responsible for providing personalized mentoring and support for students and assisting the multicultural retention specialist in designing and facilitating cohort-based programming including Culture Circles (see below).

2b. Facilitated Culture Circles to strengthen students' own sense of cultural identity and belonging while also demystifying the institutional culture of higher education. Recognizing that students from underrepresented populations confront a greater likelihood of experiencing social isolation on college campuses, affinity groups can play a vital role in helping promote greater connection, wellbeing, and persistence and also contribute to creating a more inclusive campus climate (Sidanius, et. al., 2008)<sup>4</sup>. Co-designed and co-facilitated by the Multicultural Retention Specialist and Navigation Coaches, Culture Circles at SOU will provide regularly scheduled, cohort-based venues for providing collegial support and connection, acknowledging and developing the diverse funds of knowledge which students bring with them to the college campus (Kiyama & Rios-Agular, 2018)<sup>5</sup>, and familiarizing students with the university's institutional norms, expectations and systems.

2c. Culturally Responsive Teaching (CRT) Innovation Collaborative to help transform institutional and classroom practice to ensure that all students experience campus and classroom environments that are equitable, welcoming, and inclusive. Recognizing that the retention and wellbeing of diverse students depends in large part upon the reception they receive on a daily basis, the innovation collaborative is a professional learning community currently composed of 20 faculty and staff engaged in researching CRT, examining their curriculum and professional practices in light of this research, developing and experimenting with new CRT-informed practices, and disseminating their findings and applications to the wider SOU community. Now supported by a grant from the SOU Center for the Advancement of Teaching and Learning, the CRT Innovation Collaborative is a key ally and resource for ensuring that student perspectives, experiences and needs voiced through Culture Circles are greeted with a hospitable and responsive institutional climate.

### **Part 3. SOU Timelines for Implementation and Review**

#### Sponsored Residencies

- **Matching Scholarships:** announced upon the approval of the plan and confirmation of HB 3427, Section 48 funding. For the past two years, SOU, SOESD, and district superintendents and human resource directors have participated in shared discussions about strategies for addressing regional teacher workforce needs. Upon notification of SOU's commitment to match district-provided scholarships, districts will have the opportunity to notify appropriate paraprofessional staff of the procedure and timeline for

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<sup>4</sup> Sidanius, J., Levin, S., Van Laar, C., & Sears, D. (2008). *The diversity challenge: Social identity and intergroup relations on the college campus*. New York, NY: Russell Sage Foundation.

<sup>5</sup> Kiyama, J. & Rios-Aguilar, C. (2018). *Funds of knowledge in higher education: Honoring students' cultural experiences and resources as strengths*. New York, NY: Routledge.

applying for scholarships. SOU will extend the application window for the Part-Time MAT program to September 8 with classes scheduled to begin September 23. Should the full allocation of available funding not be awarded to candidates applying for fall admission, winter or spring admission will be considered.

- **Co-Teaching Model:** implementation will occur when candidates reach the student teaching portion of their program of study, typically in the second year of the Part-Time MAT program. Evaluation of effectiveness and impact will occur as part of our regular program assessment system which tracks and compares the performance of candidates completing the program according to different variants. For candidates who complete student teaching by utilizing a co-teaching model, their performance on each program assessment and relative to each InTASC standard will be compared to that of whole program averages to identify what impact, if any, that model has upon their relative performance. As with all program variants, to the extent that a discrepancy is revealed, modifications in program supports or structures will be made accordingly.
- **Evening and Weekend Courses:** just as the initial Pathway to Teaching plan built off the successful foundation of existing Minority Outreach Pathway Programs, the provision of evening and weekend courses has already been instituted within both the undergraduate satellite program and Two-Year MAT program. Both programs have proven effective, sustainable and increasingly popular options for students who need to remain gainfully employed as they progress through their teacher preparation program. Our program assessment system tracks and compares candidate performance data for students completing the program through the part-time model or while employed within schools. In both cases, candidate performance and completion rates are comparable to those of whole program averages. Analysis and evaluation of program effectiveness for working paraprofessionals will take place through our Annual Program Review and Reporting process.

#### Student-Ready Campus Initiative

- **Multicultural Retention Specialist and Navigation Coaches:** position descriptions will be finalized in spring 2020 with hiring to take place in summer. The Multicultural Retention Specialist will be an expansion of or reassignment of an existing staff position in Student Affairs, with their performance monitored and evaluated according to the university's standard performance review process. Navigation coaches will be hired from returning students who are graduates of the Minority Outreach Pathway Program, with training to be provided by the Multicultural Retention Specialist in fall. Ongoing supervision and evaluation will also be provided by the Multicultural Retention Specialist.
- **Culture Circles:** to begin in fall 2020 with weekly meetings during the fall and winter quarters and potentially a reduction to monthly meetings in spring. Evidence of impact will be assessed through the belonging scale of the first year College Transitions Collaborative survey and retention rates for participating students from the Minority Outreach Pathway Programs.
- **CRT Innovation Collaborative:** a core team of faculty from the Education and English departments dedicated to culturally responsive teaching began meeting in 2015 as part of an ODE funded project. At that time, SOU's CRT Transformation Team instituted

monthly brown bag meetings to strengthen faculty understanding of, commitment to, and implementation of culturally responsive practices within their own classrooms, establish a CRT lending library, and create opportunities for shared professional learning spanning both K-12 and higher education contexts. Having convened a series of high profile regional summits with speakers ranging from Zaretta Hammond and Linda Christenson, that group expanded and formalized into the CRT Innovation Collaborative in 2019 with funding provided through the SOU Center for the Advancement of Teaching and Learning. With shared learning and dissemination of resources expected to continue for the foreseeable future, evidence of impact will include surveys of inclusive campus climate.

## **Budget**

### **Revenues**

The Oregon Student Success Act (HB 3427, Section 48) allocates funding to support the six public universities that offer Educator Preparation Programs in creating a community of practice to support the strategies identified in their Educator Equity Plans. It is anticipated that \$60,000 will be made available to each campus to be expended between June 30, 2020 and June 20, 2021. This funding should be confirmed in May.

### **Expenses**

Scholarships: \$30,000 to match district scholarships for paraprofessionals enrolling in SOU's teacher preparation program.

#### Personnel:

- \$14,850 for Multicultural Retention Specialist: .25 FTE expansion of current staff position in Student Affairs or Minority Outreach Programs. 40 hours/month for 9 months @ \$25/hr. + .65 OPE
- \$10,800 for Navigation Coaches: two .25 FTE student worker positions. 40 hours/month for 9 months @ \$15/hr.

#### Services and Supplies:

- \$4,350 for promotional materials and Culture Circle meeting materials and refreshments

**Appendix A**  
**University-District Partnership Agreement**

This agreement is made and entered into by and between xxx School District or xxx Tribal Department of Education, (hereinafter “District”), with its principal place of business at Address, and Southern Oregon University (hereinafter “UNIVERSITY”), a public university with a governing board. DISTRICT is a corporation organized under the laws of the State of Oregon.

AGREEMENT

In accordance with all policies and procedures of DISTRICT and the UNIVERSITY, all parties agree as follows:

**1. MUTUAL PROVISIONS**

- A. **Term of Agreement:** This Agreement shall be effective on the date of last signature and continue, unless otherwise terminated, for a period of three (3) years.
- B. **Communication & Marketing:** Benefits of this Agreement and the educational opportunities and offerings available at the UNIVERSITY will be communicated to DISTRICT classified employees. The parties will mutually agree upon the process and information to be provided.

DISTRICT and UNIVERSITY grant mutual rights to use names and logos for purposes of this Agreement only. The parties grant to each other a revocable, non-exclusive, non-transferable license to use each other’s trademarks in a manner solely for the purposes of identifying and communicating the UNIVERSITY programs to DISTRICT employees.

DISTRICT and UNIVERSITY have no ownership interest in computer programs, internet web pages, course materials, data, analyses, screens, manuals or other promotional materials.

- C. **Relationship of Parties:** Each party acknowledges that the relationship with the other is that of an independent contractor. Each will have complete control over its own performance and the details for accomplishing its own obligations under this Agreement. This Agreement does not create any rights, title, or interest for any entity other than DISTRICT and the UNIVERSITY.
- D. **Indemnify & Hold Harmless:** DISTRICT and UNIVERSITY hereby agree to indemnify and hold harmless its officers, agents and employees, from all liability, claims, suits, actions, and other proceedings arising out of or in any manner related to performance hereunder. UNIVERSITY’s duty to indemnify shall be limited to the extent permitted by Article XI, Section 7 of the Oregon Constitution and the Oregon Tort Claims (ORS 30.260 to ORS 30.300).

## 2. UNIVERSITY PROVISIONS

- A. The UNIVERSITY will provide a matching scholarship for DISTRICT classified employees who receive a scholarship from the DISTRICT to enroll in the UNIVERSITY'S teacher preparation program and meet UNIVERSITY admission standards and requirements for that program. The scholarship will be applied only for tuition after the effective date of this Agreement, and will be credited for tuition in the STUDENT'S final term before program completion. STUDENT must be identified by DISTRICT as a DISTRICT employee for all academic terms of the program.

## 3. DISTRICT PROVISIONS

- A. DISTRICT will provide a link from their internal website to the UNIVERSITY website to assist employees with enrollment.
- B. DISTRICT commits to promoting the Program to DISTRICT classified employees throughout the term of this Agreement and will provide UNIVERSITY mutually agreeable opportunities to promote and inform DISTRICT employees of the existence of the program.
- C. DISTRICT will reasonably assist SOU in determining employee eligibility for the tuition scholarship by confirming that:
  - i. the student applicant is employed by DISTRICT, and
  - ii. the dollar amount of the scholarship being provided by the DISTRICT.

## 4. GENERAL PROVISIONS

- A. **Termination of Agreement:** This Agreement may be terminated by either party upon thirty (30) days written notice to the other party. Either party may immediately terminate this Agreement for a substantial breach of the Agreement upon written notice to the other party.
- D. Both Parties recognize that they are bound to comply with the Family Educational Rights and Privacy Act ("**FERPA**") in the handling of educational records, including records regarding application, scholarships information, and admission to UNIVERSITY. The Parties recognize that they are not permitted to authorize any further disclosure of educational records of students to persons or entities not party to this Agreement without first having received permission of the student and having obtained assurances that the other Party has fully complied with the provisions of FERPA. Any permitted disclosure to persons or entities not a party to this Agreement shall be under the conditions that no further disclosure by such persons or entities shall be permitted. Neither Party shall be bound to provide services under this Agreement which would cause violations of any applicable privacy laws including, but not limited to, FERPA.

C. **Compliance:** Both parties agree to comply with Title VI of the Civil Rights Act of 1964, with Section V of the Rehabilitation Act of 1973, and with all applicable requirements of federal and state civil rights and rehabilitation statutes, rules and regulations. Additionally, each party shall comply with the Americans with Disabilities Act of 1990 (Pub L No.101-366., ORS 659.425) and all regulations and administrative rules established pursuant to those laws.

- 1) UNIVERSITY and DISTRICT agree to comply with all federal, state, county and local laws, ordinances and regulations applicable to the work to be done under this Agreement. This Agreement shall be governed and construed in accordance with the laws of the State of Oregon. Both parties must have achieved and maintain current accreditation or approval status through the appropriate overseeing agency.
- 2) UNIVERSITY employees and authorized representatives subject to the Agreement, agree to comply at all times with HIPAA health care information privacy and confidentiality requirements.

D. THIS AGREEMENT CONSITUTES THE ENTIRE AGREEMENT BETWEEN THE PARTIES. THERE ARE NO UNDERSTANDINGS, AGREEMENTS OR REPRESENTATIONS, ORAL OR WRITTEN, NOT SPECIFIED HEREIN REGARDING THIS AGREEMENT. NO AMENDMENT, CONSENT OR WAIVER OF TERMS OF THIS AGREEMENT SHALL BIND EITHER PARTY UNLESS IN WRITING AND SIGNED BY ALL PARTIES. ANY SUCH AMENDMENT, CONSENT OR WAIVER SHALL BE EFFECTIVE ONLY IN THE SPECIFIC INSTANCES AND FOR THE SPCIFIC PURPOSE GIVEN. THE PARTIES BY THE SIGNATURES BELOW OR THEIR AUTHORIZED REPRESENTATIVES, ACKNOWLEDGE HAVING READ AND UNDERSTOOD THE AGREEMENT AND AGREE TO BE BOUND BY ITS TERMS AND CONDITIONS.

E. **Notifications:** Any notice required or permitted to be given pursuant to this Agreement shall be given in writing and addressed as follows:

DISTRICT:     Name, Title  
                  Address

UNIVERSITY: Susan Walsh  
                  Provost  
                  1250 Siskiyou Boulevard  
                  Ashland, OR 97520

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective duly authorized representatives as of the date last below written.

DISTRICT     Signature: \_\_\_\_\_

Name:  
Title:  
Address:  
City/State/Zip:  
Phone:

Date

UNIVERSITY:

Signature:

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Name: Linda Schott  
Title: President  
Address: 1250 Siskiyou Boulevard  
City/State/Zip:  
Phone: (541)552-6111

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Date

Ashland, OR 97520

## Appendix B

### Draft Position Descriptions for Multicultural Retention Specialist and Navigation Coaches

#### Multicultural Retention Specialist

Position Summary: the Multicultural Retention Specialist provides support for students from underrepresented populations in making a successful transition into the university setting, learning to navigate university systems and access available resources, and fostering a sense of belonging and social connection. The position develops and provides support services in both one-on-one and group settings to promote student persistence, success and wellbeing.

Minimum Qualifications:

- A Bachelor's degree from an accredited institution.
- Two years of experience in student advising, counseling, mentoring or related work, preferably in a higher education setting and working with diverse populations.
- Proficiency in a second language other than English (Spanish preferred).
- Demonstrated commitment to diversity, equity and inclusion.

Preferred Qualifications:

- Master's degree in Education, Student Services, Counseling, Psychology, or related field.

Duties:

- Student support and advocacy: connect students with resources that can help them stay on track for success; collaborate with campus partners to provide activities, workshops, and programs designed to support student retention and degree completion; plan and facilitate Culture Circles in collaboration with navigation coaches.
- Outreach: collaborate with campus partners to identify and remove barriers to persistence and completion; develop relationships with Pathway Program partners.
- Supervision: train and supervise navigation coaches to provide one-on-one support for students.

Compensation:

- \$25/hour for 40 hours per month, 9 months per year.

#### Navigation Coaches

Position Summary: Navigation Coaches provide personalized mentoring and support for students from underrepresented populations making the transition into higher education and learning to navigate university systems and culture. The position works with students in both one-on-one and group settings to help develop social connections, a sense of belonging, and self-efficacy.

Minimum Qualifications

- Sophomore, Junior, or Senior standing at Southern Oregon University.
- Demonstrated understanding of issues facing students from diverse backgrounds.
- Strong organizational and communication skills.
- Ability to maintain professionalism and confidentiality.

### Preferred Qualifications

- Experience participating in SOU Pathway Programs.
- Experience as a student advocate on behalf of diversity, equity and inclusion.

### Duties

- Assist students in navigating the college website and accessing the college online system for course registration, placement testing, checking financial aid status, accessing transcripts and degree audit, etc.
- Assist students in understanding academic deadlines, course enrollments, scholarships and financial aid opportunities, and other related information that allows students to make informed choices on majors, minors and time to degree.
- Provide periodic check-ins with students to help foster their sense of connection and belonging and reconnect them with resources, individuals and tools that can help them stay on track for success.
- Assist the Multicultural Retention Specialist in designing and facilitating Culture Circles.

### Compensation

- \$15/hour for 40 hours per month, 9 months per year

# Enrolled House Bill 3375

Sponsored by Representative FREDERICK

CHAPTER .....

AN ACT

Relating to educator diversity; creating new provisions; amending ORS 342.433, 342.437, 342.443, 342.447, 342.449, 342.950 and 351.077 and section 10, chapter 519, Oregon Laws 2011; and repealing section 3, chapter 778, Oregon Laws 2013.

**Be It Enacted by the People of the State of Oregon:**

**SECTION 1.** ORS 342.433 is amended to read:

342.433. As used in ORS 342.433 to 342.449 and 351.077:

[(1) "Minority" means a person who is:]

[(a) A person having origins in any of the black racial groups of Africa but who is not Hispanic;]

[(b) A person of Hispanic culture or origin;]

[(c) A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;]

[(d) An American Indian or Alaskan Native having origins in any of the original peoples of North America; or]

[(e) A person whose first language is not English.]

[(2) "Teacher" includes a teacher or an administrator.]

**(1) "Diverse" means culturally or linguistically diverse characteristics of a person, including:**

**(a) Origins in any of the black racial groups of Africa but is not Hispanic;**

**(b) Hispanic culture or origin, regardless of race;**

**(c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;**

**(d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives; or**

**(e) A first language that is not English.**

**(2) "Educator" means a teacher or an administrator.**

**SECTION 2. Section 3, chapter 778, Oregon Laws 2013, is repealed.**

**SECTION 3.** ORS 342.437 is amended to read:

342.437. [As a result of this state's commitment to ethnic-racial equality, the goal of this state is that, by July 1, 2015, the following shall be increased by 10 percent as compared to July 1, 2012:]

[(1) The number of minority teachers and administrators employed by school districts and education service districts; and]

[(2) The number of minority students enrolled in public teacher education programs.]

(1) As a result of this state's commitment to equality for the diverse peoples of this state, the goal of the state is that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.

(2) The Department of Education shall use federal reports on educator equity to monitor school district and education service district progress on meeting the goal described in subsection (1) of this section, in relation to the recruitment, hiring and retention of diverse educators.

**SECTION 4.** ORS 342.443 is amended to read:

342.443. (1) The Oregon Education Investment Board shall report biennially to the Legislative Assembly longitudinal data on the number and percentage of:

(a) [Minority] **Diverse** students enrolled in community colleges;

[(b) *Minority students applying for admission to public universities listed in ORS 352.002;*]

[(c)] (b) [Minority] **Diverse** students [accepted] **enrolled** in public universities;

[(d)] (c) [Minority] **Diverse** students graduated from public universities;

[(e) *Minority candidates seeking to enter public teacher education programs in this state;*]

[(f)] (d) [Minority] **Diverse** candidates [admitted to] **enrolled in** public teacher education programs;

[(g)] (e) [Minority] **Diverse** candidates who have completed approved public teacher education programs;

[(h)] (f) [Minority] **Diverse** candidates receiving Oregon teaching **or administrator** licenses **or registrations** based on preparation in this state and preparation in other states;

[(i)] (g) [Minority teachers] **Diverse educators** who are newly employed in the public schools in this state; and

[(j)] (h) [Minority teachers] **Diverse educators** already employed in the public schools.

(2) The board also shall report comparisons of [*minorities' and nonminorities'*] scores **achieved by diverse persons and nondiverse persons** on basic skills, pedagogy and subject matter tests.

(3) The [*Oregon University System*] **Higher Education Coordinating Commission**, the public universities with governing boards listed in ORS 352.054, the Department of Education, the Teacher Standards and Practices Commission, community colleges and school districts shall cooperate with the board in collecting data and preparing the report.

**SECTION 5.** ORS 342.443, as amended by section 5, chapter 778, Oregon Laws 2013, is amended to read:

342.443. (1) The Education and Workforce Policy Advisor shall report biennially to the Legislative Assembly longitudinal data on the number and percentage of:

(a) [Minority] **Diverse** students enrolled in community colleges;

[(b) *Minority students applying for admission to public universities listed in ORS 352.002;*]

[(c)] (b) [Minority] **Diverse** students [accepted] **enrolled** in public universities;

[(d)] (c) [Minority] **Diverse** students graduated from public universities;

[(e) *Minority candidates seeking to enter public teacher education programs in this state;*]

[(f)] (d) [Minority] **Diverse** candidates [admitted to] **enrolled in** public teacher education programs;

[(g)] (e) [Minority] **Diverse** candidates who have completed approved public teacher education programs;

[(h)] (f) [Minority] **Diverse** candidates receiving Oregon teaching **or administrator** licenses **or registrations** based on preparation in this state and preparation in other states;

[(i)] (g) [Minority teachers] **Diverse educators** who are newly employed in the public schools in this state; and

[(j)] (h) [Minority teachers] **Diverse educators** already employed in the public schools.

(2) The advisor also shall report comparisons of [*minorities' and nonminorities'*] scores **achieved by diverse persons and nondiverse persons** on basic skills, pedagogy and subject matter tests.

(3) The [*Oregon University System*] **Higher Education Coordinating Commission**, the public universities with governing boards listed in ORS 352.054, the Department of Education, the Teacher Standards and Practices Commission, community colleges and school districts shall cooperate with the advisor in collecting data and preparing the report.

**SECTION 6.** ORS 342.447 is amended to read:

342.447. (1) The [*State Board of Higher Education*] **Higher Education Coordinating Commission** shall require each public teacher education program in this state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of [*minority teachers.*] **diverse educators to accomplish the goal described in ORS 342.437.**

(2) The [*state board*] **commission** shall review the plans for [*the*] adequacy and feasibility [*of the plans*] **with the governing board of each public university with a teacher education program** and, after [*making*] necessary revisions **are made**, shall adopt the plans.

(3) The [*state board shall adopt rules governing*] **commission shall provide guidance on:**

(a) The contents of the plans;

(b) The [*state board's*] initial and biennial review process, including timetables for revising plans; and

(c) Other matters necessary for carrying out the provisions of ORS 342.433 to 342.449 and 351.077.

**SECTION 7.** ORS 351.077 is amended to read:

351.077. (1) The Higher Education Coordinating Commission **and the Oregon Education Investment Board** shall ensure the implementation of the plans developed [*by the State Board of Higher Education*] under ORS 342.447 for recruitment of [*minority teachers*] **diverse educators.**

(2) The commission **and the board** shall report biennially to the Legislative Assembly on the implementation and results of the plans. The report may include recommendations on ways in which the Legislative Assembly can assist in increasing the number of [*minority teachers*] **diverse educators.**

**SECTION 8.** ORS 351.077, as amended by section 7 of this 2015 Act, is amended to read:

351.077. (1) The Higher Education Coordinating Commission [*and the Oregon Education Investment Board*] shall ensure the implementation of the plans developed under ORS 342.447 for recruitment of diverse educators.

(2) The commission [*and the board*] shall report biennially to the Legislative Assembly on the implementation and results of the plans. The report may include recommendations on ways in which the Legislative Assembly can assist in increasing the number of diverse educators.

**SECTION 9.** ORS 342.449 is amended to read:

342.449. ORS 342.433 to 342.449 and 351.077 shall be known and may be cited as the [*Minority Teacher Act of 1991*] **Educators Equity Act.**

**SECTION 10.** Section 11 of this 2015 Act is added to and made a part of ORS 342.433 to 342.449.

**SECTION 11.** (1) **Representatives of the Oregon Education Investment Board, the Higher Education Coordinating Commission, the Department of Education and the Teacher Standards and Practices Commission shall jointly create a report on the Educators Equity Act. The report shall include:**

(a) **A summary of the most recent data collected as provided by ORS 342.443.**

(b) **A summary of the plans currently implemented as provided by ORS 342.447.**

(c) **Recommendations for meeting the goal described in ORS 342.437, including progress toward meeting the goal described in ORS 342.437.**

(d) **A description of best practices within this state and other states for recruiting, hiring and retaining diverse educators.**

(2)(a) **The report created as provided by subsection (1) of this section shall be submitted:**

(A) **To the interim legislative committees on education in each even-numbered year; and**

(B) **To the Legislative Assembly in the manner provided by ORS 192.245 in each odd-numbered year.**

(b) The report submitted as required by paragraph (a)(B) of this subsection shall be submitted with the data reported as required by ORS 342.443.

(3) The Oregon Education Investment Board, the Higher Education Coordinating Commission, the Department of Education and the Teacher Standards and Practices Commission shall make the report submitted as provided under subsection (2) of this section available on the website of each agency.

**SECTION 12.** Section 11 of this 2015 Act is amended to read:

**Sec. 11.** (1) Representatives of the [*Oregon Education Investment Board*] **Education and Workforce Policy Advisor**, the Higher Education Coordinating Commission, the Department of Education and the Teacher Standards and Practices Commission shall jointly create a report on the Educators Equity Act. The report shall include:

(a) A summary of the most recent data collected as provided by ORS 342.443.

(b) A summary of the plans currently implemented as provided by ORS 342.447.

(c) Recommendations for meeting the goal described in ORS 342.437, including progress toward meeting the goal described in ORS 342.437.

(d) A description of best practices within this state and other states for recruiting, hiring and retaining diverse educators.

(2)(a) The report created as provided by subsection (1) of this section shall be submitted:

(A) To the interim legislative committees on education in each even-numbered year; and

(B) To the Legislative Assembly in the manner provided by ORS 192.245 in each odd-numbered year.

(b) The report submitted as required by paragraph (a)(B) of this subsection shall be submitted with the data reported as required by ORS 342.443.

(3) The [*Oregon Education Investment Board*] **Education and Workforce Policy Advisor**, the Higher Education Coordinating Commission, the Department of Education and the Teacher Standards and Practices Commission shall make the report submitted as provided under subsection (2) of this section available on the website of each agency.

**SECTION 13.** ORS 342.950 is amended to read:

342.950. (1) The Network of Quality Teaching and Learning is established. The network consists of the Oregon Education Investment Board, the Department of Education and public and private entities that receive funding as provided by this section to accomplish the purposes of the network described in subsection (2) of this section.

(2) The purposes of the network are the following:

(a) To enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and teacher education institutions.

(b) To strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.822, 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

(c) To improve recruitment, preparation, induction, career advancement opportunities and support of educators.

(3) To accomplish the purposes of the network described in subsection (2) of this section, the Department of Education, subject to the direction and control of the Chief Education Officer, shall distribute funding as follows:

(a) To school districts, schools, nonprofit organizations, post-secondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation of common core state standards.

(b) To school districts and nonprofit organizations for the purposes of complying with the core teaching standards adopted as provided by ORS 342.856 and complying with related standards prescribed by federal law.

(c) To school districts and nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of ca-

reer pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) To school districts and nonprofit organizations for the purpose of providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) To school districts for the purposes of obtaining assessments and developing professional development plans to meet school improvement objectives and educator needs.

(f) To school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving the effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices.

(g) To school districts and nonprofit organizations for the purposes of developing and engaging in proficiency-based or student-centered learning practices and assessments.

(h) To school districts, nonprofit organizations and post-secondary institutions for the purposes of strengthening educator preparation programs and supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and post-secondary institutions.

(i) To providers of early learning services, nonprofit organizations and post-secondary institutions for the purposes of providing professional development and supporting providers of early learning services with opportunities for professional collaboration and advancement.

(4) The Oregon Education Investment Board shall support the network by:

(a) Conducting and coordinating research to determine best practices and evidence-based models.

(b) Working with educator preparation programs to ensure ongoing collaboration with education providers.

(c) Supporting programs that help to achieve the goal of the [*Minority Teacher Act of 1991*] **Educators Equity Act** as described in ORS 342.437.

(d) Creating and supporting a statewide plan for increasing the successful recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.

(5) The Department of Education shall support the network by:

(a) Developing a system that ensures statewide dissemination of best practices and evidence-based models.

(b) Supporting the development and implementation of standards-based curriculum, high-leverage practices and assessments that promote student learning and improve outcomes for students learning English as a second language and for students with disabilities.

(c) Administering the distribution of funding as described in subsection (3) of this section.

(6) The Oregon Education Investment Board shall develop processes to establish the network and ensure the accountability of the network. The processes must ensure that the network:

(a) Gives preference to entities that have demonstrated success in improving student outcomes.

(b) Delivers services for the benefit of all regions of this state.

(c) Is accountable for improving education outcomes identified by the Oregon Education Investment Board, contained in achievement compacts or set forth in ORS 351.009.

(d) Includes and connects education providers and leaders from pre-kindergarten through post-secondary education.

(7) No more than two percent of all moneys received for the purposes of this section may be expended by the Oregon Education Investment Board or the Department of Education for administrative costs incurred under this section. For the purpose of this subsection, technical assistance and direct program services provided to school districts and nonprofit organizations are not considered administrative costs.

(8) The State Board of Education may adopt any rules necessary for the Department of Education to support the network and perform any duties assigned to the department under this section or assigned to the department by the Oregon Education Investment Board. Any rules adopted by the

State Board of Education must be consistent with this section and with actions taken by the Oregon Education Investment Board to implement this section.

**SECTION 14.** ORS 342.950, as amended by section 2, chapter 661, Oregon Laws 2013, is amended to read:

342.950. (1) The Network of Quality Teaching and Learning is established. The network consists of the Department of Education and public and private entities that receive funding as provided by this section to accomplish the purposes of the network described in subsection (2) of this section.

(2) The purposes of the network are the following:

(a) To enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and teacher education institutions.

(b) To strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.822, 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

(c) To improve recruitment, preparation, induction, career advancement opportunities and support of educators.

(3) To accomplish the purposes of the network described in subsection (2) of this section, the Department of Education, subject to the direction and control of the Superintendent of Public Instruction, shall distribute funding as follows:

(a) To school districts, schools, nonprofit organizations, post-secondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation of common core state standards.

(b) To school districts and nonprofit organizations for the purposes of complying with the core teaching standards adopted as provided by ORS 342.856 and complying with related standards prescribed by federal law.

(c) To school districts and nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) To school districts and nonprofit organizations for the purpose of providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) To school districts for the purposes of obtaining assessments and developing professional development plans to meet school improvement objectives and educator needs.

(f) To school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving the effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices.

(g) To school districts and nonprofit organizations for the purposes of developing and engaging in proficiency-based or student-centered learning practices and assessments.

(h) To school districts, nonprofit organizations and post-secondary institutions for the purposes of strengthening educator preparation programs and supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and post-secondary institutions.

(i) To providers of early learning services, nonprofit organizations and post-secondary institutions for the purposes of providing professional development and supporting providers of early learning services with opportunities for professional collaboration and advancement.

(4) The Department of Education shall support the network by:

(a) Conducting and coordinating research to determine best practices and evidence-based models.

(b) Working with educator preparation programs to ensure ongoing collaboration with education providers.

(c) Supporting programs that help to achieve the goal of the [*Minority Teacher Act of 1991*] **Educators Equity Act** as described in ORS 342.437.

(d) Creating and supporting a statewide plan for increasing the successful recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.

(e) Developing a system that ensures statewide dissemination of best practices and evidence-based models.

(f) Supporting the development and implementation of standards-based curriculum, high-leverage practices and assessments that promote student learning and improve outcomes for students learning English as a second language and for students with disabilities.

(g) Administering the distribution of funding as described in subsection (3) of this section.

(5) The State Board of Education shall develop processes to establish the network and ensure the accountability of the network. The processes must ensure that the network:

(a) Gives preference to entities that have demonstrated success in improving student outcomes.

(b) Delivers services for the benefit of all regions of this state.

(c) Is accountable for improving education outcomes identified by the State Board of Education, contained in achievement compacts or set forth in ORS 351.009.

(d) Includes and connects education providers and leaders from pre-kindergarten through post-secondary education.

(6) No more than two percent of all moneys received for the purposes of this section may be expended by the Department of Education for administrative costs incurred under this section. For the purpose of this subsection, technical assistance and direct program services provided to school districts and nonprofit organizations are not considered administrative costs.

(7) The State Board of Education may adopt any rules necessary for the Department of Education to support the network and perform any duties assigned to the department under this section. Any rules adopted by the State Board of Education must be consistent with this section.

**SECTION 15.** Section 10, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 37, Oregon Laws 2012, section 5, chapter 286, Oregon Laws 2013, section 89, chapter 624, Oregon Laws 2013, section 9, chapter 660, Oregon Laws 2013, section 3, chapter 661, Oregon Laws 2013, section 5, chapter 739, Oregon Laws 2013, section 194, chapter 747, Oregon Laws 2013, and section 6, chapter 778, Oregon Laws 2013, is amended to read:

**Sec. 10. (1)(a) Section 1, chapter 519, Oregon Laws 2011, as amended by section 8, chapter 519, Oregon Laws 2011, and sections 20 and 21, chapter 36, Oregon Laws 2012, is repealed March 15, 2016.**

**(b) Section 2, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 36, Oregon Laws 2012, and section 29, chapter 747, Oregon Laws 2013, is repealed March 15, 2016.**

*[(1)]* (c) Sections *[1, 2,]* 3, 5 and 7, chapter 519, Oregon Laws 2011, are repealed on March 15, 2016.

(2) The amendments to *[section 2 of this 2013 Act]* **ORS 342.208** by section 4, **chapter 286, Oregon Laws 2013**, *[of this 2013 Act]* become operative on March 15, 2016.

(3) The amendments to ORS 326.021 by section 88, **chapter 624, Oregon Laws 2013**, *[of this 2013 Act]* become operative on March 15, 2016.

(4) The amendments to *[sections 1, 2, 3 and 4 of this 2013 Act]* **ORS 327.800, 327.810, 327.815 and 327.820** by sections 5, 6, 7 and 8, **chapter 660, Oregon Laws 2013**, *[of this 2013 Act]* become operative on March 15, 2016.

(5) The amendments to *[section 1 of this 2013 Act]* **ORS 342.950** by section 2, **chapter 661, Oregon Laws 2013, and section 14 of this 2015 Act** *[of this 2013 Act]* become operative on March 15, 2016.

(6) The amendments to *[section 1 of this 2013 Act]* **ORS 326.500** by section 4, **chapter 739, Oregon Laws 2013**, *[of this 2013 Act]* become operative on March 15, 2016.

(7) The amendments to *[section 7 of this 2013 Act]* **ORS 327.380** by section 8, **chapter 739, Oregon Laws 2013**, *[of this 2013 Act]* become operative on March 15, 2016.

(8) The amendments to ORS 342.443 by section 5, **chapter 778, Oregon Laws 2013, and section 5 of this 2015 Act** [*of this 2013 Act*] become operative on March 15, 2016.

(9) **The amendments to ORS 351.077 by section 8 of this 2015 Act and section 11 of this 2015 Act by section 12 of this 2015 Act become operative on March 15, 2016.**

[(9)] (10) The amendments to [*section 1 of this 2013 Act*] **ORS 326.500** by section 6, **chapter 739, Oregon Laws 2013,** [*of this 2013 Act*] become operative on July 1, 2025.

**Passed by House April 17, 2015**

.....  
Timothy G. Sekerak, Chief Clerk of House

.....  
Tina Kotek, Speaker of House

**Passed by Senate May 18, 2015**

.....  
Peter Courtney, President of Senate

**Received by Governor:**

.....M.,....., 2015

**Approved:**

.....M.,....., 2015

.....  
Kate Brown, Governor

**Filed in Office of Secretary of State:**

.....M.,....., 2015

.....  
Jeanne P. Atkins, Secretary of State

# Curriculum Update

## New Program Proposal

*NOTE: This form should be used for new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name: Certificate in Holistic Education**

**CIP Code:** 13.12999 - Teacher Education and Professional Development, Specific Levels and Methods, Other

**Division:** Division of Health, Education & Leadership

**Program:** Education

### **What is the rationale/justification for this program?**

Holistic education seeks to recognize students as whole beings in the learning process. It promotes the integration of the intellectual, social, emotional, physical, and spiritual aspects of human development. A certificate in holistic education prepares students to serve individuals, families, schools, and communities in a variety of professional capacities. Holistic principles embody the essential vision of care among living beings and the environment, along with hope for peace in the future of the global community.

The core and elective courses included in the certificate are already being taught at SOU. The certificate merely packages the courses together and gives Education a marketing tool with significant meaning among holistic educators, parents, and prospective students.

In 2007, Education began to offer courses and workshops that focused on holistic education in content and pedagogy. As faculty expertise and student interest in holistic education has grown in our programs, we have realized that SOU is well positioned to offer a certificate in this area. A certificate in Holistic Education will be a unique offering in Oregon and in the United States. SOU is already a leader in promoting holistic principles in its undergraduate teacher licensure program; at the same time, interest in mindfulness and social emotional learning is flowering at a national and international level as research continues to document their benefits. Building on this foundation, a certificate in Holistic Education will provide the necessary breadth and depth of coursework and applied skills for a variety of career fields in education. The core and elective courses for the certificate program already exist, and students have asked for years about receiving academic recognition for extended studies in holistic practices. Local teachers, many of whom are SOU graduates, seek professional development for advanced degrees and licensure renewal, and this certificate offers an attractive option for those pursuing holistic approaches in their classrooms and schools.

A certificate will also complement the newly established Center for Holistic Education where it can be promoted and marketed to domestic and international students seeking alternative approaches to traditional education.

Finally, education degree students inherited a program originally designed in 2007 for obtaining a degree and an Oregon teaching license. By 2010, roughly half of our majors were choosing to wait for obtaining their licensure until after graduation. After a program redesign that allowed two “pathways” toward degree completion, and with the unanticipated popularity of the degree-only option, we have an on-going need for face-to-

face elective courses for these students. On a related point, students in the Education Studies major are facing a reduction in upper division credits in their program due to the recent higher education articulation agreement with Oregon community colleges. These students will be seeking relevant coursework to fulfill the university's 60 upper division credit requirement for graduation. The certificate will help meet the needs of students in both pathways of the Education Studies major by encouraging them to complete upper division credits in the major, while developing their expertise in holistic education.

### **What are the objectives of the proposed program?**

The proposed certificate in holistic education will prepare students to:

- identify a wide variety of curricular approaches and practices in holistic education;
- develop a personally relevant educational philosophy based on a broad understanding of holistic principles;
- evaluate the diverse potential of students within inclusive, holistic contexts of learning;
- advocate for more balanced, whole child approaches with school leaders, curriculum specialists, and policy makers; and,
- connect with global partners and programs in the national and international holistic education community through completion of field-based experiences.

### **How does the proposed program support SOU's mission and strategic plan goals?**

This certificate will broaden SOU's mission of preparing students to create lives of purpose for themselves by preparing them to support others to do the same. This serves the ultimate aim of holistic education: to fully recognize our wholeness as human beings in the teaching and learning process, and to honor the connective capacity of such an education in the larger world.

The new certificate also mirrors the mission and values of the Center for Holistic Education:

- To exist as a source of inspiration and hope for teachers, scholars, and other educational leaders;
- To serve and give heart to all who seek a better way for the education of future generations; and,
- To support the pursuit of wisdom and compassion in teaching and learning.

These values are collectively embedded in the knowledge, skills, and dispositions of individual courses and practica through immersive experiences in: self-development, whole person well-being, interpersonal connections, diverse ways of being in thought and practice, engaged learning, and transformative leadership. These experiences align with institutional and statewide goals and are germane to the mission of SOU. Offering a certificate in holistic education underscores our commitment to growing our reputation as a place of transformative thinking and distinctiveness. The intercultural and international scope of courses in the certificate will extend the program's potential impact beyond the region and state. For example, collaborative networks available through SOU's biannual,

international Holistic Teaching and Learning Conference have already been in place for 6 years and are a resource for students and faculty in the “core” courses. The conference has grown from 120 in the first year to 150 in the second year. We are expecting close to 200 for the next conference in October 2020. The conference has provided a place for our students to hone distinctive leadership qualities in holistic education, while networking with a variety of culturally diverse leaders and scholars in the field.

### **How does the proposed program support the academic division and program goals?**

Holistic approaches to teaching and learning have made a significant impact in Education. One of our central goals in Education is to prepare students to be ready for wise and compassionate engagement in a variety of education and related fields. We strive for a deeper understanding of teaching that will prepare students for the uncertainties and challenges in our diverse world. The certificate in Holistic Education complements these goals by its emphasis on transformative learning, collaboration with the holistic community, engaged citizens, and the pursuit of our collective potential through education.

### **Is there evidence of student demand for this program?**

Domestically and internationally, education is undergoing a marked shift toward more balanced approaches to teaching and learning than have existed for years following federal “No Child Left Behind” mandates. Locally and nationally, this has created a demand for approaches that support social emotional learning and with more emphasis on whole child learning. Locally, school districts in Southern Oregon are also turning to research and practice in these areas to help counter the disabling effects of mild and severe trauma in various forms. The new certificate offers coursework in these areas.

Since 2016, we have been surveying students in a variety of Education programs and classes. Every term that the (proposed) core courses are offered, 1 in 4 students per class (on average) have expressed a desire to continue studying holistic education. This fall, nearly 10% of undergraduate students in the Education Studies non-licensure pathway reported an interest in obtaining a certificate through coursework electives they will use to fulfill in their senior year requirements. Currently, there are 8-10 students in the undergraduate program who have talked to an adviser this term about the possibility of obtaining this certificate. Three current graduate students in the MEd program reported to advisers last spring that they would complete the certificate in holistic education if it were offered. These figures are consistent with numbers that faculty have gathered from their students and advisees since 2016 when we began offering some of the coursework listed above. In the last Preview Day presentation, parents were interested in and asked questions about the certificate.

### **What kind of opportunities would this program provide for its graduates (i.e. career areas, post-graduate study, etc.)?**

The certificate highlights an area of knowledge and experience that is valued by some schools and districts in the region, state, and country. Students competing for teaching

positions domestically and abroad will be able to use this to distinguish themselves from the qualifications of others. For graduates not seeking to teach in a classroom, this certificate will provide potential employers with information about their ability to make holistic connections in related fields, such as: environmental or outdoor education, parks and recreation, curriculum development, training work and professional development facilitation, and health education, to name a few. The certificate provides a strong foundation for advanced degree work and much-needed research in the field.

**Do similar programs exist (i.e. at SOU, in the region, in the state)?**

We are not aware of existing certificates in the state of Oregon.

**Does the program serve a specific population or meet a specific need?**

Yes and no. The certificate fills a niche for Education, SOU, and the state. It has the potential for broader appeal outside of Education and teacher development.

**Impact statement:**

**What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?**

This certificate will primarily be an option within Education Studies and the MSED programs. However, other students from other disciplines on campus will, no doubt, find this certificate attractive for fields outside of education, such as: Environmental Studies, Clinical Psychology, Nursing, Native American Studies, Social Work, and other human services pathways.

**Will any prerequisites or other course requirements affect other departments/programs?**

This certificate will not compete or replace any existing offerings in Education. It will enhance the viability of our Education Studies and MSED options for students. However, the certificate contains course options that may have a small impact on enrollments in a few non-Education courses. These include several courses in the Native American Studies program and in the Psychology department. See attached documentation.

**If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.**

Both Dr. Brook Colley (NAS Chair) and Dr. Rachel Jochem (Psychology Chair) have kindly added their support for the certificate and for the courses that may be impacted with a slight increase.

**Program Resource evaluation:**

**Faculty:** Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?

The core and elective courses needed for this certificate already exist. In the field-based strand, ED 407 (International Study in Holistic Education) was first taught as an open-numbered course in Fall 2019. We will submit this class for approval as a hard-numbered course.

**Facilities:** Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.

N/A

**Library:** Yes. (Please see attached a copy of the library report.)

**Other:** Are any other resources needed to support this program? No.

**Catalog copy for the new program, including requirements and electives.**

The Certificate in Holistic Education prepares students to serve individuals, families, schools, and communities in a variety of professional capacities. This certificate supports the development of the intellectual, social, emotional, physical, and spiritual dimensions of the human potential. Holistic principles embody the essential vision of care among living beings and the environment, along with hope for peace in the future of the global community.

Education offers a 30-credit Certificate in Holistic Education. This program of study supports educational communities in Southern Oregon and elsewhere that seek to provide or expand holistic principles of practice. This offering extends to individual teachers and to schools governed as public, private, charter, magnet, and home-school entities. The proposed certificate will address foundational knowledge, pedagogy, and application. The program encompasses required coursework and applied experience in the following three strands.

Strand 1: Core Courses (12-15 credits)

ED 456/556 Holistic Education (3 credits) ED 439/539 Social Emotional Learning (3 credits) ED 424/524 Core Reflection (3 credits) ED 425/525 Play as Core Curriculum (3 credits) ED 407/507 Seminar: International Study of Holistic Education (1-6 credits)
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Strand 2: Electives (9-15 credits)

ED 398 Teaching Global Perspectives Through Children’s Literature (4 credits) ED 399 Special Studies (1-6 credits) ED 430/530 The Art of Storytelling (3 credits) PSY 411/511 Positive Psychology (4 credits) PSY 472 Sustainable Compassion (4 credits) PSY 414/514 Humanistic Psychology (4 credits) PSY 489/589 Native American Psychology (4 credits) NAS 270 Intertribal Dance Traditions (4 credits) NAS 301 Critical Race Theory (4 credits) NAS 318 Native North America (4 credits) NAS 380 Native American Ecological Knowledge (4 credits), or Others electives approved by certificate advisor
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Strand 3: Field Based (3-9 credits)

ED 409/509 Practicum (3-9 credits)
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**Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.**

Please see number 1 above. William Greene spoke with Dr. Colley and Dr. Jochem in October 2019. An additional email exchange occurred with Dr. Brook Colley on October 17–18, 2019 and with Dr. Paul Condon (Psychology) in October 18, 2019.

Dr. Brook Colley

Chair, Native American Studies

Personal visit: October 17, 2019

Follow-up email exchange (see attached): October 17–18, 2019

Dr. Rachel Jochem

Chair, Psychology

Office visit: October 17, 2019

Follow-up email from Dr. Paul Condon (see attached): October 18, 2019

October 18, 2019

From: Brook Colley <[colleyb@sou.edu](mailto:colleyb@sou.edu)>

To: William Greene

Re: Holistic conference and certificate info

I'd be happy to collaborate on the Holistic Ed. Conference too and connect it to IPD 2020.

B

On Fri, Oct 18, 2019 at 11:49 AM Brook Colley <[colleyb@sou.edu](mailto:colleyb@sou.edu)> wrote:

My only feedback otherwise is there isn't much space for taking electives with 15 credits in the core requirements.

B

On Fri, Oct 18, 2019 at 11:45 AM Brook Colley <[colleyb@sou.edu](mailto:colleyb@sou.edu)> wrote:

I would add to this list Tribal Critical Race Theory NAS 301. Otherwise the offerings from NAS looks good.

B

On Thu, Oct 17, 2019 at 1:37 PM William Greene <[greenew@sou.edu](mailto:greenew@sou.edu)> wrote:

Hi Brook,

Thank you for letting barge into your afternoon today! (;

Attached are a flyer about the October 2020 conference and a draft of the pre-proposal for a certificate in holistic education.

We'll be submitting a full proposal soon, so if you have any suggestions of other courses (undergrad/or grad) that are offered at least annually, it would be great to get them in.

With gratitude, William

~~~

Brook Colley, Ph.D.

Chair and Associate Professor of Native American Studies

Pronouns: She/Her/Hers

Southern Oregon University

October 18, 2019  
Paul Condon <condonp@sou.edu>  
To: William Greene  
Holistic education at SOU

Dear William,

Hope this note finds you well and enjoying fall term. I'm writing as Rachel Jochem shared with me the proposal for a certificate in holistic education at SOU. I'm enthusiastic to learn of this program!

I teach the Psy 407 Mindfulness & Compassion course and will be working on submitting a course proposal for general education. It would be great to connect with you sometime and explore our areas of overlap, and I would value learning how my class could support the work happening in education.

I don't have any timeline in mind, but it would be wonderful to connect when convenient for you.

Best,  
Paul

--

Paul Condon, PhD  
Assistant Professor of Psychology  
Affiliated Faculty, Healthcare Administration  
Southern Oregon University  
1250 Siskiyou Blvd  
Ashland, OR 97520

## MEMORANDUM

TO: John King, Director of Education, Health and Leadership  
FROM: Dale Vidmar, Chair, Library Liaison to Education.  
CC: William Green, Education; Patrick Stubbins, Academic Affairs  
DATE: 2/21/2020  
SUBJECT: Resources to support proposed Certificate in Holistic Education

The review process for the proposed Certificate in Holistic Education at Southern Oregon University examines adequacy of library resources needed to sustain a quality offering.

### BOOKS

The Hannon Library's collections currently includes a variety of books since 2015 about or related to the subject heading of "holistic education" and related subject headings such as "mind and body" and "humanistic education." By expanding the search to include a Summit search beyond the Hannon Library, additional materials are readily available. As such, the library has a reasonable collection of books to support the proposed concentration and related courses. Additional materials could be added by focusing some existing funds from the current Education book budget to enhance the current collection

### DATABASES AND PRINT AND ONLINE JOURNALS

The Hannon Library currently has subscriptions to a large number of journals in electronic and print formats that are related to holistic education and related areas. There are adequate journal titles indexed and available full text from article databases such as *Education Resources Information Center (ERIC)*, *Education Full Text*, *Educator's Reference Center*, and others to support the proposed concentration in adult education.

### GENERAL STATEMENT OF NEED

The Hannon Library's materials budget has been decreasing for many years despite inflation and the rising cost of books. There has been a shift to the purchase of expensive full text access to electronic journal collections, ebooks, and databases to supplement programs on campus including Education. The Hannon Library spends the least amount on materials per FTE for Oregon regional universities. We purchase far fewer print books and print journals than in the past. As such, the library must rely on shared resources and interlibrary loan which is currently subsidized completely for students.

### ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT THE PROPOSED CONCENTRATION IN ADULT EDUCATION

At this time, the Hannon Library's holdings of material related to the Certificate in Holistic Education are more than adequate. The library funds several major databases in Education that provide indexing and online access to full text books and journal articles that would support the program. Maintaining a

continued vigilance in purchasing additional new print material in holistic education and related subject areas is highly recommended. The library is recommending the following amounts in the Budget Outline Form: Please use these amounts in the Budget Outline Form:

**Library/Printed            \$0**

**Library/Electronic        \$0**

Thank you for the opportunity to review and respond to the proposal.

Dale Vidmar  
Chair, Library  
Library Liaison to Education

***S:\Library\DATA\Collection\_Development\Collection Assessments\Assessment for Concentration in Adult Education.docx***

# New Program Proposal

*NOTE: This form should be used for new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name: Certificate of Music Industry**

**CIP Code: (Classification of Instructional Program): 50.1003**

## Impact statement:

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?

The Certificate in Music Industry is designed to:

1. Attract students that we are currently not attracting who are interested in focused curriculum pertaining to the music industry while offering them flexibility to complete the certificate along with many choices of major.
2. Attract stand-alone certificate seekers looking to upgrade their knowledge for a variety of careers.
3. Retain current students who are looking for more music-industry focused offerings.
4. Maintain and develop the reputation of SOU Music and the Oregon Center for the Arts in our regional community and beyond.

The Certificate will have a positive effect on enrollment in the courses chosen to complete the Certificate, as students from diverse majors/programs will seek varied course offerings from multiple programs. Chairs and Directors of other programs see this Certificate helping with enrollment and staffing issues in programs including: Music, Communication, Creative Arts/Emerging Media Digital Art, Business Administration, and Innovation in Leadership.

2. Will any prerequisites or other course requirements affect other departments/programs? Yes If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.

I have contacted and received input from the Directors and Chairs of Business Administration, Communication, Creative Arts and Emerging Media/Digital Arts, and Music. The courses selected for the Certificate were vetted with their input and approval.

3. Program Resource evaluation:

- a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?

The teaching of two new Music courses (MUS 415/515, MUS 416/516) that form the core of the Certificate (along with COMM 424/524) will be met by:

- i. MUS 415/515 will replace MUS 315 in Dr. Terry Longshore's teaching load. Net change is a 1-ELU increase, which will be covered by a reduction in MUP loading, or a reduction in Graduate Coordinator release, or in a small overload. MUP loading can vary from year-to-year so this net increase should not be a significant issue.
  - ii. MUS 416/516 will be part of the load for the position in Commercial Music, Music Industry, and Entrepreneurship currently proposed to replace a position vacated after Spring 2020 due to contract termination.
- b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.

Existing facilities will suffice; however, expanded/improved "Smart Classroom" technology will aid in the delivery of the curriculum. Specifically (in prioritized order):

- i. Music 220 (Instrumental Rehearsal Room) – Install Smart Classroom system
- ii. Music 231 (Choral Rehearsal Room) – Install Smart Classroom system
- iii. Music 132 (Music Education/Seminar Classroom) – Update Smart Classroom system
- iv. Music 121 – (Classroom) Update Smart Classroom system
- v. Music 137 – (Classroom) Update Smart Classroom system

Furthermore, the proposed Music/Digital Media Center Capital Project will also greatly enhance the delivery of the curriculum.

- c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and **attach a copy of their report.**) Waiting for library's report. Will update when received.
- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

No other resources are required.

4. Catalog copy for the new program, including requirements and electives.

**Certificate in Music Industry - 32 credits**

**Undergraduate or graduate level - may be combined with any major or stand-alone**

The Certificate in Music Industry provides students from diverse backgrounds with a focused curriculum in key aspects of the Music Industry. Students will analyze current practices and trends in the Music Industry, integrate topics and experiential projects from their selected courses, and implement their findings in a final capstone/project.

The core curriculum is designed to comply with the National Association of Schools of Music (NASM) Standards of Accreditation X.A.3 (Note: this is written with the identifier of "graduate" student, but per NASM also applies to certificate programs): "Major Field(s) and Supportive Studies. Each graduate student is expected to gain in-depth knowledge and competence in one or more fields of specialization. Graduate programs include requirements and opportunities for studies that support the chosen specialization(s)."

**Core Courses - 12 credits:**

MUS 415/515 - Introduction to the Music Industry 4 (Strand I)

MUS 416/516 - Music Copyright, Publishing, & Licensing 4

COMM 424/524 - Creative Entrepreneurship 4 credits

**Performance Management - 3 credits:** Students in the Certificate Program will provide support to Music Ensembles such as: technology assistants, recording technicians, ensemble management, instrument and library managers, and other supporting roles.

MUS 3\*\*/5\*\* - Ensemble 1 (repeatable) (three credits required)

**Certificate in Music Industry Electives - 15 credits:**

ART 365 - Sound Art and Experimental Music Methods 1 to 4 credits

ARTH 311 (or MUS 311) - Art & Music of the 20th Century - Present 4 credits

BA 211 - Financial Accounting 4 credits

BA 213 - Managerial Accounting 4 credits

BA 313 - Accounting for Managers 4 credits

BA 330 - Principles of Marketing 4 credits

BA 410/510 - Event Management 4 credits

BA 414/514 - Nonprofit Fund Development 4 credits

BA 430A/530A - Nonprofit Grant Writing 4 credits

BA 436/536 - Internet Marketing and E-Commerce 4 credits  
 BA 468/568 - Building a Nonprofit Brand 4 credits  
 BA 480/580 - Introduction to Nonprofit Organizations 4 credits  
 COMM 221 - Creative Industries 2 credits  
 COMM 323/EMDA 323 - Strategic Social Media 4 credits  
 COMM 327 - Creative Careers Bootcamp 4 credits  
 EMDA 204/204R - Digital Audio Foundations 4 credits  
 EMDA 321 - Theory & Practice in Emerging Media & Digital Arts 4 credits  
 EMDA 322 - Writing the Artist Narrative 1 to 4 credits  
 EMDA 331 - The Art of Data 1 to 4 credits  
 EMDA 340 - Responsive Web Design 1 to 4 credits  
 EMDA 341 - Remix Culture 4 credits  
 EMDA 350 - Projects in Digital Media 1 to 4 credits  
 MUS 201 - Music of Western Culture 4 credits  
 MUS 202 - Music of the World 4 credits  
 MUS 203 - American Jazz 4 credits  
 MUS 205 - Rockin' in the Free World: Rock History from 1900-1959 4 credits  
 MUS 206 - Hey, Hey, My, My, Rock and Roll Will Never Die: Rock Music of the 1960s-1970s 4 credits  
 MUS 207 - On the Cover of the Rolling Stone: Rock Music from the 1970s-Present 4 credits  
 MUS 208 - Hip Hop Revolution: Rap Music and Culture in Contemporary America 4 credits  
 MUS 210 - American Country Music 4 credits  
 MUS 311 (or ARTH 311) - Art & Music of the 20th Century - Present 4 credits  
 MUS 360 - Music History I 3 credits  
 MUS 361 - Music History II 3 credits  
 MUS 362 - Music History III 3 credits  
 MUS 409/509 - Practicum 1-4 credits  
 MUS 4\*\*/5\*\* - Special Topic: Theory 3 credits  
 MUS 460/560 - Special Topic: History 3 credits

**Capstone/Final Project - 2 credits:**

MUS 400 - Capstone 2 credits

Or

MUS 503 - Thesis 1 to 9 credits

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

See attached.

4/29/16



Terry Longshore &lt;longshore@sou.edu&gt;

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## Certificate in Music Industry

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Joan McBee &lt;mcbeej@sou.edu&gt;

Sat, Oct 19, 2019 at 11:04 AM

To: Terry Longshore &lt;longshore@sou.edu&gt;

Terry,

Here is some feedback from the faculty in Business:

From Dennis Slattery: They don't have 211/213 on here. Anyone who wants to work in "industry" and doesn't have some understanding of these issues is at a competitive disadvantage

Mark Siders: Seems like they should have some accounting.

Curt Bacon: I suspect some of the Music students will suffer b/c they have never seen an income statement or balance sheet - and yet their program is Music Business. Should BA 211 and 213 be required for those students? With the current plan, upper-division classes will enroll students who have never taken a single lower-division business class - that may prove frustrating to those profs. None of my classes are involved so I am a casual observer and will not protest the new certificate one way or the other.

By the way, we have a new class called BA313 Accounting for Managers.

## BA 313 - Accounting for Managers

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4 credits

Focuses on the theory and practice of accounting and financial management for for-profit organizations. Course assignments help students learn about the nature and responsibilities of financial management in the for-profit sectors. Students study accrual and cash-basis accounting systems, as well as accounting analytical tools. Course work emphasizes understanding and interpretation of for-profit financial statements, risk management, and the importance of financials in managing an organization.

*Grade mode designated on a CRN basis each term. Students should consult current term schedule.*

As for the list you have here, some of these are only offered once a year. I'll put the terms in, just in case that helps.

BA 330 - Principles of Marketing 4 credits - every term

BA 410/510 - Event Management 4 credits - winter term

BA 414/514 - Nonprofit Fund Development 4 credits - fall

BA 430A/530A - Nonprofit Grant Writing 4 credits - winter

BA 436/536 - Internet Marketing and E-Commerce 4 credits - spring

BA 468/568 - Building a Nonprofit Brand 4 credits - spring

BA 479/579 - Small Business Start-up and Management 4 credits - not offered anymore

BA 480/580 - Introduction to Nonprofit Organizations 4 credits - winter and summer

I hope that is helpful feedback.

Sincerely,

Joan

[Quoted text hidden]

Dr. Joan McBee, Professor  
Chair, School of Business  
Central Hall, Room 136

541-552-6493

[www.sou.edu/business](http://www.sou.edu/business)

Zoom ID: <https://sou.zoom.us/j/9760061618>

Schedule an appointment: <https://mcbee.youcanbook.me>

Why SOU? Find out: <http://www.youtube.com/watch?v=Ski0MzPd5IM>



Terry Longshore &lt;longshore@sou.edu&gt;

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## Certificate in Music Industry

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Robin Strangfeld &lt;strangfer@sou.edu&gt;

Tue, Oct 22, 2019 at 1:05 PM

To: Terry Longshore &lt;longshore@sou.edu&gt;

Cc: David Humphrey &lt;humphred2@sou.edu&gt;, Cynthia Hutton &lt;hutton@sou.edu&gt;, Katie Pittman &lt;pittmank@sou.edu&gt;, Alena Ruggerio &lt;RuggeriA@sou.edu&gt;, Joan McBee &lt;McBeeJ@sou.edu&gt;

Sounds good to Creative Arts. We do have a few suggestions:

- 350 will not be offered as much as in the past
- Remix culture isn't regularly offered
- 365 - Sound Art and Experimental Music is now an "ART" prefix only, I believe.

Thanks so much.

Robin

On Fri, Oct 18, 2019 at 11:42 AM Terry Longshore <longshore@sou.edu> wrote:

[Quoted text hidden]



Terry Longshore <longshore@sou.edu>

## Certificate in Music Industry

Alena Ruggerio <ruggeria@sou.edu>  
To: Terry Longshore <longshore@sou.edu>  
Cc: David Humphrey <humphred2@sou.edu>, Katie Pittman <pittmank@sou.edu>

Tue, Oct 22, 2019 at 10:32 AM

Dear Terry,

Thank you for including some Communication courses in your new Certificate in Music Industry. We appreciate the opportunity to provide feedback. I forwarded your proposal to the faculty who teach the courses you listed, and gathered their responses.

Attached is a pro-proposal form I have been working on for a new Certificate in Music Industry. This work came out of a Music Task Force this past summer. I have selected courses from your programs that I feel would be valuable courses for students interested in this certificate to choose from. [The list of courses is at this link.](#)

Please review the attached pre-proposal form for information about the certificate, share with your faculty, and look through the courses and let me know:

- 1. Are you interested in having your program support this proposal with the courses listed?

Yes, the Communication courses you have identified are appropriate for this new certificate.

- 1. If so, are there any other courses you feel would be good fits?

Please also consider COMM 221 Creative Industries and COMM 327 Creative Careers Bootcamp.

- 1. Are any of these courses listed problematic? (not enough capacity, not offered yearly, etc.)

The future of COMM 424 Creative Entrepreneurship is uncertain. We all agree that the course should be offered, as it is a great course and valuable to the curricula of several programs, including Digital Cinema, Social Media & Public Engagement, Communication Studies, Business, and now the certificate in Music Industry. What we haven't figured out is how to staff it consistently. It might be staffed in future by Erik Palmer, Melissa Matthewson, a Business faculty, or none of the above, depending on availability and funding. My vote would be for you to keep it as an elective for your certificate with the understanding that we cannot commit to offering COMM 424 every year.

- 1. Any other question, input, etc. you have is welcome!

We would like to receive clarification on how this Certificate in Music Industry will be different from the Certificate in Sound Design that is also being proposed. That would help to clarify for us the real aim and target audience of this Certificate in Music Industry. If it's not about preparing students for the technological aspect of the music industry, then that might address the concern of one of our Comm colleagues: "To me, the biggest weakness of this proposal is that SOU does not really have a great digital production course for music/audio, a recurring challenge that we need to both solve in COMM/DCIN, and include in this certificate. DCIN 101 partially answers the need, but I don't think we have a lot of capacity to offer to this certificate. Unless Terry is planning to create an alternative?"

- 1. And finally, do you support moving forward with this proposal?

Yes, Communication supports this proposal, and looks forward to further conversations about this collaboration.

Best regards,  
Alena

\*\*\*\*\*  
Alena Amato Ruggerio, Ph.D.  
Pronouns: she/her/hers  
Chair of Communication  
Professor of Communication  
Southern Oregon University  
[Alena.Ruggerio@sou.edu](mailto:Alena.Ruggerio@sou.edu)  
\*\*\*\*\*

## MEMORANDUM

To: Terry Longshore, Professor of Music

From: Kate Cleland-Sipfle, Liaison Librarian for Music

CC: Paul Adalian, Acting University Librarian; Mary Jane Cedar Face, Collection Development Librarian; Melissa Anderson, Liaison Librarian for Business

Re: Sources to support proposed Music Industry Certificate

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

### BOOKS (Print/Physical and Electronic)

Hannon Library provides access to 117 print or electronic books classified as having the **Music trade** or **Sound recording industry** as subject. This is a reasonably current collection, of which half were published between 2010-2019. Materials, depending on emphasis, may be found in the collections to support music or business. There is minor overlap in titles provided in physical and electronic formats.

Membership in the Orbis Cascade Consortium allows SOU students to borrow physical materials from 37 other institutions of higher education in the Pacific Northwest through the shared Summit library catalog. At least one of the subject headings **Music trade** or **Sound recording industry** appears in Summit physical book holdings of 771 titles, of which 35% were published 2010-2019, and 654 of which are not held at SOU.

### DATABASES (Journal and Trade Press Articles, News, Legal/Case Law, and Statistics)

Databases that would support the Certificate in Music Industry are already available at SOU through subscriptions that support the Music Program, Business Programs and interdisciplinary periodical and statistical databases that support many programs.

*Music Index* and *RILM* support music programs at SOU and provide excellent coverage of music trade periodicals and academic journals treating the music industry.

Students seeking a certificate in music industry would benefit from coverage of music industry topics including marketing, representation and rights, in the existing databases for business programs at SOU: *ProQuest ABI/Inform*, *ProQuest Business*, *IBISWorld: Industry Market Research*, and *Business Insights: Global*.

In addition, *ProQuest Central*, and *Nexis Uni*, the latter of which is focused on news and legal sources, provide full-text and indexing for periodicals in many subject areas, including substantial coverage of music industry topics. Statista is an interdisciplinary source of statistics in many fields, including music industry.

## JOURNALS

Electronic databases provide full text access to such important publications as *Billboard*, *Music Week*, and *MEIA* (journal of the Music and Entertainment Industry Educators Association). Hannon Library has moved away from print subscriptions to online as budgets have been reduced and database coverage has allowed maintaining access to full-text and/or abstracts with indexing. The music, business and general purpose databases above provide access to academic journals and trade press of the music industry through full-text or links to SOU's InterLibrary Loan service when only indexing, often with abstracting is available for useful articles. Print subscriptions at Hannon Library include two focused on the music industry: *Rolling Stone* and *Opera News*.

## ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE PROGRAM

Hannon Library has limited but fairly current holdings in books to support a Certificate in Music Industry. It should prove possible to give priority to updating and enriching holdings in music industry topics for the current budget year through a combination of sources. This area will, however, need frequent updating. If the current allocation for books in music remains the same in future budgets, music industry materials would be purchased at the expense of other one or more other areas for collecting in music (music history, biography, music theory, aesthetics, composition, music instruction and more).

No new print or online journals can be purchased at this time. Fortunately, the music, business and multi-subject databases named in this narrative combine to serve the needs for music industry research rather well.

Recommended amount in the HECC Budget Outline form:

Library/Printed \$0

Library/Electronic \$0

Thank you for this opportunity to learn about and respond to the proposal for a new certificate.

# New Program Proposal

*NOTE: This form should be used for new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name: Sound Design Certificate**

**CIP Code:** (Classification of Instructional Program): 50.0913 Music Technology ???

## **Impact statement:**

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?

The certificate should help promote good enrollments for specialized upper division courses.

2. Will any prerequisites or other course requirements affect other departments/programs?

Core requirements and elective options are split between the five participating areas (ART, DCIN, EMDA, MUS, and THEATRE).

If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.

3. Program Resource evaluation:

- a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?

This certificate is designed to make use of existing course offerings.

- b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.

The program can be offered with existing resources. If funding is available, we would like to upgrade software in associated computer labs to using Apple Logic Pro X. This would provide a uniform industry-standard platform for instruction and project development.

- c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and ***attach a copy of their report.***)

Library resources are sufficient.

- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

No other resources are necessary.

4. Catalog copy for the new program, including requirements and electives.

The Certificate in Sound Design provides students with a focused curriculum in sound design theory and practice. Students engage in technical, cultural, and interdisciplinary contexts for sound and build experience creating sound-based projects for a variety of media and end-use applications.

**Certificate Requirements (31-35 credits)**

**Skills (6-8 credits required)**

- DCIN 101 - Audio Production (2 credits)  
or
- EMDA 202 / 202R – Sound and Narrative Design (4 credits)  
or
- TA 242 - Intro to Sound Design (4 credits)

and

- TA 342 - Sound Engineering (4 credits)

**Theory (7 credits required)**

- SC 120 – Concepts in Science: Light and Sound (4 credits)

and

- MUS 100 - Music Fundamentals (3 credits)  
or
- MUS 121 - Music Theory I (3 credits)

**Context (3-4 credits from the following)**

- ARTH 311 / MUS 311 - Art and Music of the 20th Century to the Present
- MUS 201 - Music of Western Culture
- MUS 202 - Music of the World

- MUS 203 - American Jazz
- MUS 205 - Rock History from 1900-1959
- MUS 206 - Rock Music of the 1960s-1970s
- MUS 207 - Rock Music from the 1970s-Present
- MUS 208 - Hip Hop Revolution: Rap Music and Culture in Contemporary America
- MUS 362 - Music History III - Music from the Twentieth Century (3)
- MUS 460 - Special Topic: History (3)

**Electives** (15-16 credits from the following)

- ART 363 - Digital Performance Methods (4 credits)
- ART 365 - Sound Art and Experimental Music (4 credits)
- DCIN 313 - Design Problems in Sound & Light (4 credits)
- DCIN 409 – Practicum/Internship in Digital Cinema (1 to 15 credits)
- EMDA 350 - Projects in Digital Media (4 credits)
- EMDA 407 - Seminar in Digital Media (1 to 4 credits)
- EMDA 409 - Practicum in Digital Media (1 to 15 credits)
- EMDA 461 - Programming for Artists (4 credits)
- EMDA 499 - Podcasting (4 credits)
- MUS 100 - Music Fundamentals (3 credits)
- MUS 121 - Music Theory I (3 credits)
- MUS 122 - Music Theory I (3 credits)
- MUS 123 - Music Theory I (3 credits)
- MUS 315 - Music Business (3 credits)
- MUS 409 - Practicum (1 to 15 credits)
- MUS 440 - Musical Form (3 credits)
- MUS 441 - Orchestration (3 credits)
- MUS 442 - Counterpoint (3 credits)
- MUS 443 - Composition Survey (3 credits)
- MUS 444 - Jazz Theory (3 credits)
- MUS 445 - Special Topic: Theory (3 credits)
- MUS 446 - Theory in Performance (3 credits)
- TA 442 - Theatre Sound Design (4 credits)
- TA 407 – Seminar (1 to 9 credits)

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

This proposal was collaboratively developed by:

David Bithell, Art and EMDA  
 Andrew Gay, program coordinator of Digital Cinema  
 Cynthia Hutton, chair of Music

Terry Longshore, Music  
Sean O'Skea, Theatre  
Michael Stanfill, Theatre

*4/29/16*

## MEMORANDUM

TO: David Bithell, Art and EMDA  
Andrew Gay, Program Coordinator of Digital Cinema  
Cynthia Hutton, Chair, Music

FROM: Dale Vidmar, Chair, Library Liaison to Education.

CC: David Humphrey, Director of Center for the Arts; Patrick Stubbins, Academic Affairs

DATE: 3/16/2020

SUBJECT: Resources to support proposed Certificate in Sound Design

The review process for the proposed Certificate in Sound Design at Southern Oregon University examines adequacy of library resources needed to sustain a quality offering.

### BOOKS

The Hannon Library's collections currently include a variety of books since 2015 about or related to the subject heading of sound design and related subject headings such as sound effects, digital media, sound engineering, and sound control related to theater and digital media. By expanding the search to include a Summit search beyond the Hannon Library, additional materials are readily available. As such, the library has a reasonable collection of books to support the proposed concentration and related courses. Additional materials could be added by focusing some existing funds from the current Education book budget to enhance the current collection

### DATABASES AND PRINT AND ONLINE JOURNALS

The Hannon Library currently has subscriptions to a number of journals, generally, in electronic formats that are related to sound design, digital media, and related areas. There are adequate journal titles indexed and available full text from article databases such as *ProQuest Central*, *Communication & Mass Media Complete*, *MLA International Bibliography with Full Text*, and others to support the proposed certificate.

### GENERAL STATEMENT OF NEED

The Hannon Library's materials budget has been decreasing for many years despite inflation and the rising cost of books. There has been a shift to the purchase of expensive full text access to electronic journal collections, ebooks, and databases to supplement programs on campus including Education. The Hannon Library spends the least amount on materials per FTE for Oregon regional universities. We purchase far fewer print books and print journals than in the past. As such, the library must rely on shared resources and interlibrary loan which is currently subsidized completely for students.

### ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT THE PROPOSED CONCENTRATION IN ADULT EDUCATION

At this time, the Hannon Library's holdings of material related to the Certificate in Sound Design are adequate. The library funds some databases related to "sound design" and "digital media" that provide

materials to support the program. Maintaining a continued vigilance in purchasing additional new print material in sound design and related subject areas is highly recommended. The library is recommending the following amounts in the Budget Outline Form: Please use these amounts in the Budget Outline Form:

|                           |            |
|---------------------------|------------|
| <b>Library/Printed</b>    | <b>\$0</b> |
| <b>Library/Electronic</b> | <b>\$0</b> |

Thank you for the opportunity to review and respond to the proposal.

Dale Vidmar  
Chair, Library  
Library Liaison to Education, Communication, Film Studies, and EMDA

***S:\Library\DATA\Collection\_Development\Collection Assessments\Assessment for Concentration in Adult Education.docx***

# Student Affairs Modified Operations Update

# Programming and Events

## Weekly Programming:

### Mondays

#### **Make it Yourself Monday**

Video shared by 4pm starting the 3rd week

Share culturally infused recipes and projects with fellow students and community members. MRC staff and friends will share some of their favorite recipes via video. Stay tuned.

#### **Monday Movie Night**

8:00pm

EPIC will provide a link via social media and engage in a shared screening of a film with chat over Zoom.

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### Tuesdays

#### **Let's Talk About it Tuesdays**

12:30pm

Every odd numbered week

Come to a lunch time chat about various Social Justice & Equity topics as well as any other bit of news you would like to explore.

#### **QRC and WRC Support Space**

2pm

[tinyurl.com/SOUsupport](https://tinyurl.com/SOUsupport)

A weekly drop-in support space for students focusing on gender identity, sexuality, and women's empowerment.

#### **Spill The Tea Tuesdays**

7:00pm

Hosted by Danielle Mancuso, weekly topics provided by EPIC.

Topics include:

- Quarantine Routine?
  - Tiger King Talk
- 

### Wednesdays

#### **What Stands Between Us Wednesdays**

12:30pm every even numbered week, starting 4th week

Join for dialogue focused on the intersections of race and society.

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## Thursdays

### **Preserves -- Let's Get Our Jam On**

5pm weekly

Discussion and connection group that discusses a variety of topics.

### **Club Chat**

5:30pm

A weekly Zoom meeting for clubs and organizations to connect and get tips for success and survival. Hosted by student leaders Andrew Zucker and Kristina Wexler. Also present will be Tatiana Bredikin and Danielle Mancuso

### **Thirsty Thursdays Game Night**

7:30pm weekly

It's Thursday night. You're stuck indoors. Kind of bored and definitely feeling lazy. What are you going to do? Might as well play games with the MRC crew. Games will be played through Houseparty and Zoom interactions. Houseparty is available on Android and Apple. Cross-platform play is seamless.

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## Fridays

### **EPIC Fun Fridays**

EPIC will engage participants in a different game every week..This or That, Trivia, Bingo, and others.

Follow @souepic Instagram for details.

### **Get Fit Fridays**

Video shared by 9am, starting 3rd week

A comprehensive program highlighting ways to stay physically active. Includes dietary planning.

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## Saturdays

### **Show and Tell**

EPIC wants to know what you want to brag about, art? crafting? quarantine fashion? Pets? There will be a different topic every week.

Follow @souepic Instagram for details.

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## Non-Weekly Events:

### **Conflict Resolution Services**

Experiencing an interpersonal conflict? Schedule a consultation with us by downloading the Navigate and make your way to the Office of the Dean of Students. Victoria Goodson is ready to support you.

### **SOU Eco-Challenge Team**

1. Create an account on EcoChallenge.org
2. Choose the Earth Day EcoChallenge event
3. Click “Join” then “Join an Existing Team” and search for Southern Oregon University

Complete challenges at home and support your teammates!

### **Roll 20**

Roleplaying games hosted through roll20.com

### **Study Groups**

Using discord.com, students find one another to engage in study groups and alleviate anxiety about online classes

### **Resource Websites Development**

Topical websites on various support issues

### **Sexual Assault Awareness Month - What I Was Wearing Art Series**

Online adaptation of in-person gallery displaying outfits of survivors of sexual assault

### **Diversity Scholars Buddy Up**

Peer support program to help with the adjustments needed survive our new way of operating and existing

### **Social Distancing Speaker Series**

Guest speaker based programming on various topics that impact students' lives. Topics include mental health, securing a career, and other relevant issues

### **Men of Distinction**

MOD is a peer support program centered on male-identifying students of color that provides space for students to explore the intersection of race, gender, sex, masculinity, and society. We will also establish a brave space for men of color to support each other through this current health crisis by providing a network of people focused on their shared experiences.

### **Sister to Sister**

Sister2Sister is a peer support program centered on the female-identifying student experience. This program provides a space for students to explore the intersection of race, gender, sex, feminist ideologies, and society. We will also establish a brave space for women of color to support each other through this current health crisis by providing a network of people focused on their shared experiences.

### **QTPOC Connection**

TBD

## **Support Groups**

- **Support From a Distance:** facilitated by Emily Holgen, this group meets [Tuesdays and Fridays from 2-3pm](#)
  - A group for students who may feel isolated, missing connection, or wanting to find a way to connect to others.

- ***Chronic Pain and Chronic Illness Support Group:*** facilitated by Emily Holgen, this group meets [Thursdays from 1-2pm](#)
  - A peer-led group supporting students who experience chronic pain, chronic illness, and/or frequent illness. Regular attendance is not required--drop-ins are always welcome.
- ***Anxiety Relief Group:*** facilitated by Joan Anderson, this group meets [Mondays from 1:30-2:30pm](#) and [Tuesdays from 4-5pm](#)
  - Learn and practice skills in a small group setting to identify and change thought patterns to reduce anxiety.
- ***Body Acceptance Group Support (BAGS):*** facilitated by Autumn Doshier, this group meets every other [Thursday from 6:30-8pm](#)
  - A group for students looking for a safe space to explore their relationship to their body and food. This group promotes Health At Every Size (HAES) and an opportunity to restore and compassionately make peace with the body. All genders welcome.
- ***In this Together (Grief, Loss, and Change Support Group):*** facilitated by Elizabeth Van Driel and Autumn Doshier, this group meets [Tuesdays from 5-6pm](#)
  - A support group for students working through various aspects of grief and loss through this unpredictable experience and new way of being. The group explores different types of grief including concrete loss and those that are more difficult to articulate right now including the loss of safety, loss of routine, and loss of meaning and purpose.
- ***LGBTQIA+ Sexual Assault Survivors Healing (SASH):*** facilitated by Alex Sylvester, this group meets Tuesdays from 5:30-6:30pm. Contact Alex for registration information for the Zoom call.
  - A support group for SOU students to heal from recent or past sexual violence.
- ***Queer and Women's Resource Centers Support Space:*** facilitated by Alex Sylvester, this group meets [Thursdays from 2-3pm](#)
  - Join the QRC and WRC for a weekly drop-in hangout. Share self-care strategies, get support, and see other humans!
- ***Women's Sexual Assault Survivors Healing (SASH):*** TBD

# Enrollment Management Council Update

# Student Employment Process Improvements



# Student Employment 2020

Academic and Student Affairs Committee - April 20, 2020

By Human Resources and Career Connections

# Thank you - Business Partners

- Service Center
- Payroll Department
- Office of International Programs
- Financial Aid
- Raider Student Services
- Information Technology
- Career Connections
- Human Resources



# Objectives

- Currently 600 Student Workers
  - *NWS 402, PEAK 96, FWS 102*
- Streamline Processes
- Make Hiring Easy for Supervisors (5 Steps)
- Make Finding a Job Easy for Students (5 Steps)
- Centralize Functions
  - Career Connections (Student Resources)
  - Human Resources (Compliance)
  - Payroll Services (Time and Attendance)

# 5 Easy Steps for Supervisors

- Step 1: Write Position Description
- Step 2: Complete Student Employment Appointment Questionnaire (Mobile First)

# Process: 4 Paper Forms

Campus Student Employment  
Located in the Service Center  
Britt Hall – Third Floor  
<https://inside.sou.edu/hr/student-employment.html>

**SO Southern OREGON UNIVERSITY**

Student Employment Coordinator  
and Student Payroll Specialist  
Phone: (541) 552-6700  
Email: [service-center-hr-payroll@sou.edu](mailto:service-center-hr-payroll@sou.edu)

Intent to Hire Form - Student Employment

Please have the student bring this form to the Service Center. Do not allow the student to begin work until the form has been completed and returned to the Service Center.

**SO Southern OREGON UNIVERSITY**

**Student Employee Appointment Form 2019-20**  
Appointment expires at midnight June 12, 2020, unless otherwise terminated prior.

Instructions: Supervisor and employee complete form, read Conditions of Employment for Students, and sign agreement. Return completed and signed appointment to Service Center (3<sup>rd</sup> floor, Britt Hall) before start of training or work. A criminal background check may be required as determined by SOU FAD.050 Criminal Background Checks.

**STUDENT INFORMATION**

Full Legal Name: \_\_\_\_\_

Preferred Name (if applicable): \_\_\_\_\_

**HIRING DEPARTMENT INFORMATION**

Department: \_\_\_\_\_

Anticipated Start Date (pending authorization): \_\_\_\_\_

Job Title: \_\_\_\_\_

Is this position designated as critical, security, or safety?  No  Yes - if YES employment cannot begin until background check is complete.

**STUDENT CERTIFICATION**

By signing below, I understand that my supervisor and I must complete required employment forms to accurately report my hours worked in WebTime Entry.

Student Signature: \_\_\_\_\_

**SUPERVISOR CERTIFICATION**

By signing below, I certify that I have made the student understand that all required paperwork must be completed and returned to the Student Employment Coordinator prior to allowing the student to begin work, and that I am also responsible for the payroll deadline, and that I am also responsible for the payroll deadline.

Supervisor Signature: \_\_\_\_\_

**EMPLOYEE INFORMATION**

Student ID: \_\_\_\_\_ Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

**POSITION INFORMATION**

Non-Work Study  PEAK  Federal Work Study (Total Award)

Length of appointment: Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Do you have another on-campus job, excluding Awards or Bookstore?  Yes  No

Approximate total hours per week worked: \_\_\_\_\_

Student employees working multiple on-campus positions are responsible for all positions does not exceed 20 hours per week during the term and 48 hours per week during the summer.

More than one (1) Federal Work Study position?  Yes  No If yes, when more than one (1) Federal Work Study position is worked, the total at the Center will contact you to verify split amounts. If yes, initial here \_\_\_\_\_

Based on the duties listed in the attached position description, is this position sensitive per SOU FAD.050 Criminal Background Checks?  Yes  No

If yes, employment offer is contingent upon passing a background check. Work Complete and return Consent for Background Check Form to Service Center.

Job Title: \_\_\_\_\_ Department: \_\_\_\_\_

**REQUIREMENT: Attach full position description to appointment form. Appointment descriptions will not be processed.**

**Select One (Must relate to details on attached position description):**

**Student Employee 1-** Performs basic tasks, repetitive in nature. Student work is supervised by applicable work principles and standardized techniques.

**Student Employee 2-** Performs work requiring a combination of basic skills, guided by applicable work principles and standardized techniques.

**Student Employee 3-** Performs work requiring more specialized training. Usual supervision on the job. Minimal level of supervision received. Work is analytical, technical, or requires specialized skills.

**Student Employee 4-** Performs specialized student duties such as student room training. May require minimum experience. Works with greater independence than receives a minimal level of supervision. May act as lead to other student employees.

**Student Employee 5-** Performs para-professional level work. Provides leadership to other student employees. Positions work independently and can be highly supervised.

**Information Technology Student Employee-** Performs tasks within the service center department that requires varying levels of specialized technical skills, experience, and training. \$18.25 require Service Center approval.

Pay rate (per hour): \_\_\_\_\_ Pay Index: \_\_\_\_\_ Supervisor Phone: \_\_\_\_\_

Web Time Entry Approver (full name): \_\_\_\_\_ Web Time Entry Proxy: \_\_\_\_\_

**SERVICE CENTER USE ONLY**

Position/Suffix: \_\_\_\_\_ Banner: \_\_\_\_\_

Sent to: \_\_\_\_\_ Employee \_\_\_\_\_ Supervisor \_\_\_\_\_

**On-Campus Student Employment Position Description and Learning Outcomes (SAMPLE)**

Student Worker Position Title: *SU Student Receptionist*

Supervisor Name/Department: *FName LName / Department*

Does this position supervise other students?  Yes  No

*(Briefly summarize what the student will do)*

*Performs varied clerical support for the Involved student will work for Student Activities, Career Center, and Student Based Learning.*

*(List the essential job functions)*

- Greet students, faculty, staff, employers and general public
- Answering phones
- Schedule appointments for Career Counselor
- Word processing and/or data entry into spreadsheets
- Distributing mail
- Writing receipts and receiving cash boxes
- Copying, filing, sorting and compiling various hard copies

*(List tasks regularly performed but are non-essential)*

**Additional Job Functions**

- Running errands
- Managing Lost & Found
- Other duties as assigned

*(List qualifications the candidates will be judged on)*

**Qualifications:**

- SOU Student
- Strong communications and interpersonal skills
- Basic knowledge of Microsoft Office, Groupwise, and Outlook
- Experience or ability to learn multi-line phone system
- Strong organizational skills and able to multi-task



**New PEAK Job Request**

Please note that you will be responsible for 25% of the students' wages and need approval from a budget authority.

In addition to the fiscal responsibilities associated with each position, please keep in mind that all PEAK employers must be able to ensure consistently substantive work for their PEAK employees throughout the duration of the position.

Supervisors of these positions must provide appropriate training and mentorship to all hired students.

These positions are meant to increase the number of students that we have employed on campus, not to replace existing jobs.

The deadline for submitting requests is May 19th.

For more information about the PEAK Jobs Program, please visit <http://www.sou.edu/careers/peak-employers.html>.

\* Required

Division \*

Your answer \_\_\_\_\_



# 1 Digital Questionnaire



## Contact Information

Department \*

Name \*

First Name

Last Name

Email \*

Phone \*

## Position Data

Anticipated Start Date \*

Pending authorization from HR and within the FY19/20

Anticipated End Date \*

May not exceed June 12; OR the quarter after graduation and in accordance with Payroll established student employee pay periods

Student Employee Job Title \*

Position Type

- Non Work-Study
- Federal Work Study



# Auto-Confirmation

2/25/2020

Southern Oregon University Mail - Test Job Title: Submission confirmation



Michele Barlow <barlowm@sou.edu>

## Test Job Title: Submission confirmation

1 message

noreply@sou.edu <noreply@sou.edu>

Reply-To: noreply@sou.edu

To: barlowm@sou.edu

Dear Michele Barlow,

This email has been automatically sent as a confirmation of successful form submission. As a reminder, you will receive an auto-generated PDF copy of your submission. Thank you for your time.

 StudentEmployeeAppointmentFormFY20\_Submission\_584894607.pdf  
32K



Form Name: Student Employee Appointment Form FY20  
Submission Time: February 25, 2020 3:36 pm  
Browser: Chrome 79.0.3945.130 / Windows  
IP Address: 140.211.90.126  
Unique ID: 584894607  
Location: 42.339298248291, -122.79869842529

### Contact Information

|            |                 |
|------------|-----------------|
| Department | Test Dept       |
| Name       | Michele Barlow  |
| Email      | barlowm@sou.edu |
| Phone      | (541) 552-8119  |

### Position Data

|                                                                           |                |
|---------------------------------------------------------------------------|----------------|
| Anticipated Start Date                                                    | Mar 05, 2020   |
| Anticipated End Date                                                      | Jun 12, 2020   |
| Student Employee Job Title                                                | Test Job Title |
| Position Type                                                             | NWS            |
| BG Check                                                                  | Y              |
| Background Check Billing Index Code:                                      | HRGENL         |
| Does this position supervise or lead the work of other student employees? | No             |

Job Description

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# Supervisor Steps Continued

- Step 3: Office Career Connections posts job in RaiderJOBS (Handshake). Supervisor reviews applicant materials, interviews students and sets status (hired or declined).
  - Declined = auto-generated response to student
  - Hired = ready for Human Resources to link student to a digital onboarding experience.

[https://app.joinhandshake.com/employer\\_registrations/new](https://app.joinhandshake.com/employer_registrations/new)



# Supervisor Steps Continued

- Step 4: Supervisor receives instantaneous notification when student has completed digital onboarding with HR and is authorized to work.
- Step 5: The supervisor orients the student, assigns work and approves time via WTE.

# Available Resources - Supervisors

- Guide for Writing a Position Description with Sample
- Supervisor FAQs
- RaiderJOBS (Handshake) Business Process Guides
- Student Employment Midyear Change Process
- Annual Student Employment Reappointment Process

# 5 Easy Steps for Students

- Step 1: Build a resume and cover letter with assistance from Career Connections
- Step 2: Search RaiderJOBS (Handshake) and apply to the position(s) of interest
- Step 3: Interview
- Step 4: Accept offered position, go through a digital onboarding experience with HR
- Step 5: Meet with the supervisor, understand work assignments and submit hours worked via WTE



# Available Resources – For Students

- Career development support by Career Connections
- RaiderJOBS (Handshake) = single job board
- Student Employment FAQs
- Digital Onboarding Experience
- Reappointment Certification Process

# Results

- SD II, G2 – improve customer experience by streamlining business processes
  - multiple paper forms into one digital form
  - Fast, easy 5 step processes + resources
  - Auto-generated notifications
- SD III – actively model an environmentally sustainable campus
  - No printed paper, no hardcopy employment file
  - Electronic workflow

# Results

- SD IV – create a diverse, equitable, inclusive commuting where learners flourish
  - Single job board advertising source
  - Equal access and opportunity
- SD VI – accessible and virtual environments for all customers
  - Digital forms
  - Digital onboarding
  - 1 Employment website

# Future Meetings

# Adjournment