



OFFICE OF THE BOARD OF TRUSTEES

Updated June 12

Public Meeting Notice

June 11, 2020

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

FROM: Sabrina Prud'homme, University Board Secretary

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

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 discussing updates on the Provost's Council, CARES Act funding distribution, and other general updates. There will be a vice president's report with a review of the enrollment management dashboards including completions, and updates on student spaces in the Stevenson Union as well as other general topics. There will be discussion and action on three curriculum proposals. Discussion and information items will include academic operations for spring and summer terms; a Navigate implementation update; an overview of student health and mental health services; Raider registration and orientation; and SOU's COVID-19 Remote Instruction Student Survey.

***On June 12, 2020, an additional discussion item 6.7 was added: Race Equity at SOU.

The meeting will occur as follows:

Thursday, June 18, 2020

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

Visit governance.sou.edu for meeting materials.

To join or view the proceedings, visit <https://sou.zoom.us/j/96190730741> at the time of the meeting.

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. Public comments also may be sent to the board via postal mail addressed to SOU Board of Trustees, 1250 Siskiyou Boulevard, Ashland, OR 97520.

If special accommodations are required or to provide written public comment or testimony, please contact Kathy Park at (541) 552-8055 at least 48 hours in advance.



**Board of Trustees
Academic and Student Affairs Committee Meeting
June 18, 2020**

Call to Order / Roll / Declaration of a Quorum



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

**Thursday, June 18, 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.

- | | | |
|----------|---|--|
| 1 | Call to Order/Roll/Declaration of a Quorum | Chair Daniel Santos |
| 1.1 | Welcome and Opening Remarks | |
| 1.2 | Roll and Declaration of a Quorum | Sabrina Prud'homme, SOU, Board Secretary |
| 1.3 | Agenda Review | Chair Santos |
| 2 | Public Comment | |
| 5 min. | 3 | Consent Agenda |
| | 3.1 | Approval of April 20, 2020 Meeting Minutes |
| | | Chair Santos |
| 15 min. | 4 | Provost's Report |
| | | Dr. Susan Walsh, SOU, Provost and Vice President for Academic Affairs |
| | 4.1 | Provost's Council Update |
| | 4.2 | CARES Act Funding Distribution |
| | 4.3 | Other General Updates |
| 20 min. | 5 | Vice President's Report |
| | | Dr. Neil Woolf, SOU, Vice President for Enrollment Management and Student Affairs |
| | 5.1 | Enrollment Management Dashboards and Completions Report |
| | 5.2 | Update on Student Spaces in the Stevenson Union |

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

**Thursday, June 18, 2020
12:00 p.m. – 3:30 p.m. (or until business concludes)
DeBoer Room, Hannon Library**

AGENDA (Continued)

5.3 Other General Updates

| | | | |
|---------|----------|---|---|
| | 6 | Action, Information and Discussion Items | |
| 15 min | 6.1 | Curriculum Approvals (Action) | Dr. Jody Waters, SOU, Associate Provost |
| | 6.1.1 | Certificate in Holistic Education | |
| | 6.1.2 | Certificate in Music Industry | |
| | 6.1.3 | Certificate in Sound Design | |
| 20 min. | 6.2 | Update on Academic Operations for Spring and Summer Terms | Dr. Susan Walsh; Rachel Jones, SOU, Director, Precollege Youth Programs |
| 25 min. | 6.3 | Overview of Student Health and Wellness and Mental Health Services | Anna D'Amato, SOU, Executive Director, Student Health and Wellness Center; Taylor Burke, SOU, Dean of Students |
| 10 min. | 6.4 | Navigate Implementation Update | Dr. Karen Stone, SOU, Associate Vice President, Academic Resource Management; Dr. Matt Stillman, SOU, University Registrar; Luke Williams, SOU, Coordinator, Innovative Program Development |
| 20 min. | 6.5 | COVID-19 Remote Instruction Student Survey, Spring 2020 | Dr. Susan Walsh; Dr. Jody Waters; Chris Stanek, SOU, Director of Institutional Research |
| 15 min. | 6.6 | Raider Registration and Orientation Preview | Danielle Mancuso, SOU, Associate Director, Student Life |

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

**Thursday, June 18, 2020
12:00 p.m. – 3:30 p.m. (or until business concludes)
DeBoer Room, Hannon Library**

AGENDA (Continued)

| | | | |
|---------|----------|--------------------|--------------|
| 25 min. | 6.7 | Race Equity at SOU | Chair Santos |
| | 6.8 | Future Meetings | Chair Santos |
| | 7 | Adjournment | Chair Santos |

Public Comment

Consent Agenda

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

MINUTES

Call to Order/Roll/Declaration of a Quorum

Committee Members:

| | | | |
|-------------------|---------|----------------|---------|
| Daniel Santos | Present | Barry Thalden | Present |
| Jonathon Bullock | Present | Steve Vincent | Present |
| 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. The secretary recorded the roll and a quorum was verified.

Other trustees in attendance: Board Chair Lyn Hennion, Board Vice Chair Paul Nicholson and President 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; Jason Catz, General Counsel; Sabrina Prud'homme, Board Secretary; Taylor Burke, Dean of Students; Dr. Jody Waters, Associate Provost; Dr. John King, Education Division Director; Dr. Matt Stillman, Registrar; Kelly Moutsatson, Admissions; Alana Lardizabal, Human Resources Director; Max Brooks, Student Life; and Kathy Park, Office of the Board Secretary.

Public Comment

There was no public comment.

Consent Agenda

Trustee Vincent moved to approve the consent agenda, as presented. Trustee wilson seconded the motion and it passed unanimously.

Provost's Report

Provost's Council Update

Dr. Susan Walsh led with an update on the Provost's Council, saying the main topic at the meetings has been the coronavirus. Ben Cannon and Veronica Dujon from the HECC usually attend the meetings, along with Legislative Action Committee members and personnel from the other universities and OHSU. They share information regarding changes being made as a result of the coronavirus, mainly focusing on academic programs and policies.

Operations Update

Since the committee's last meeting, Dr. Susan Walsh said all winter exams have been completed and grades posted successfully. She thanked Dr. Matt Stillman and his staff for their hard work. During the two-week spring break, SOU moved nearly all of its spring face-to-face courses to remote delivery. Very few cancellations occurred and the ones that had to be cancelled were those that simply could not be converted in the limited time available (e.g., ballroom dancing). Dr. Walsh also thanked the employees in the Center for the Advancement of Teaching and Learning, Tom Battaglia and his

team, and library faculty and staff.

The library is now providing remote peer tutoring. Remote delivery of summer courses, or a hybrid if the governor relaxes restrictions, is being planned. The university hopes to offer some version of SOU's three residential pre-college youth programs, either remotely or with a combination of face-to-face and remote delivery.

Turning to the academic program review, Dr. Walsh said roughly one-third of all academic programs are under review. The next one-third of the programs will be reviewed in the next academic year, followed by the rest of the programs in the following year.

Responding to Chair Santos' inquiry regarding course delivery in fall 2020, Dr. Walsh said the administration is trying to create Plans A, B and C. In the summer, they will evaluate the quality of remote delivery. Knowing more about Governor Brown's plans will help SOU plan for a term of classes being delivered entirely remotely, face-to-face or a with hybrid of approaches. They are trying to figure out student behavior and be nimble.

Dr. Walsh provided staffing updates, saying searches for the university librarian, reference librarian and faculty in music, psychology and chemistry have been frozen. Searches are frozen through June 30, at which time they will be reevaluated. The search for the SOU Business, Communication and the Environment Division Director has been suspended due to an inability to have final candidates on campus.

Update on the Work of Task Forces

Dr. Walsh highlighted the work of task forces in academic affairs moving forward in certain areas. The faculty rewards task force continues to explore ways to reward scholarship, teaching, creative activities, service and how these count toward promotion and tenure. The post-tenure and the faculty professional annual report task forces are winding down their work and soon will make recommendations. The task force on transforming general education continues to meet weekly and is mostly on track for presenting its work to Faculty Senate.

Responding to Board Chair Hennion, Dr. Walsh said most of the summer courses are already online and the few summer classes usually provided face-to-face will be provided remotely. Responding to Board Vice Chair Nicholson's inquiry, Dr. Walsh said all final exams for spring courses will be done virtually and some of the exams at the end of the winter term were completed virtually as well; she mentioned the various options for giving remote exams. Responding to Trustee Loverro's inquiry, Dr. Walsh said the administration is considering assessing the distance learning fee for summer and fall courses that would typically have been face-to-face courses; President Schott added that it is premature to know exactly what will be done.

Dr. Walsh mentioned the course evaluation improvement task force, which is in its second year of work. Research has shown that race and gender bias exist in student evaluations. Students often evaluate female professors more harshly than males on a variety of measures and women of color are even more susceptible to bias. The new system will focus on the student experience in the classroom and will allow students to

be more reflective and thoughtful in their feedback.

Vice President's Report

Dr. Neil Woolf expressed gratitude to the Enrollment Management and Student Affairs staff for their great work in quickly moving operations to remote delivery.

He said SOU is changing its constituent relationship management system, which will be transformative for the university. That system includes the database of prospective students, communications platform, report system for new students, and the admissions application. This will better-engage students with the campus and will enable the campus to communicate more effectively with prospective students. The new system will provide data for an analysis of success measures.

For admissions for new students, Dr. Woolf said SOU is now test-optional regarding the SAT and ACT. Previously, SOU was admitting students on an individual basis based on appeal and review. With COVID-19, SAT and ACT were cancelling tests. With the help of Faculty Senate, provost and division directors, SOU moved quickly to remove the requirement for these standardized test for those who apply post-COVID-19. SOU and the other Oregon universities have been discussing moving as a state to test optional and will implement that in the fall of 2021. This gives students access to higher education, evens the field a bit, and helps with merit aid. Responding to Trustee Rosenberg's inquiry, Dr. Woolf said students will be evaluated on their GPA and other information routinely submitted in the past. Responding to Chair Santos' comment, Dr. Woolf said standardized test scores do not have a strong correlation with retention and success and President Schott added that the best indicator is a student's high school GPA.

Dr. Woolf then discussed CARES Act funds for students. Federal guidance on releasing the funds includes the recommendation to prioritize need, money does not count toward a student's financial aid budget and filing a FAFSA is not needed to receive funds. Dr. Woolf also mentioned some of the restrictions imposed on the use of the funds. SOU is creating a short application for students to apply for this aid. Since institutions have one year to spend the money, SOU is looking at making disbursements in the spring, summer and fall.

The recreation center is closed per the governor's guidance but a number of virtual resources are available to students and community members.

Responding to Trustee Vincent's inquiries, Dr. Matt Stillman said pass/fail courses in high school have no impact on the student's GPA. Kelly Moutsatson said that, statewide, institutions are basing admission decisions on students' most successful completion prior to COVID-19. She added that each application would be evaluated on an individual basis.

Multicultural Resource Center and Shared Spaces

Dr. Woolf said he would provide regular updates on shared space in the Stevenson Union. Staff and students are working together to design the Social Justice and Equity Center, an intersectional space where student clubs and organizations work together on joint programming, and are looking at incorporating a Multicultural Commons.

Taylor Burke said a town hall was held, at which about 35 students, primarily students of color, discussed the future form of the Social Justice and Equity Center. There will be at least one more opportunity for students to provide input before final decisions are made.

Dashboard and Enrollment Update

Turning to the committee dashboard, Dr. Woolf said the admitted student FTE went from 3,187 to 2,843 in this academic year. Over the course of this academic year, SOU had begun to flatten the slope of students who leave during the year. However, the impact of COVID-19 disguises this.

Trustee Bullock commented that, because of COVID-19, high school graduates are choosing colleges closer to home or are taking a gap year. He asked what steps SOU is taking to ensure students who have committed to come to SOU maintain that commitment. Dr. Woolf said there is no longer a May 1 commitment deadline and SOU continues to reach out to all prospective students about the opportunity to attend SOU.

Reviewing the report from Ruffalo Noel Levitz, Dr. Woolf said the number of admitted students for the fall term has increased from last fall but they are taking longer to commit. The report's dashboard shows how wisely SOU is using its merit aid money.

In conclusion, Dr. Woolf said the number of applications is down this year because the high school student pool is smaller, there are more admitted students than in past years, and student confirmations have slowed.

Action, Information and Discussion Items

Preparation of Diverse Educators (Action)

Introducing the agenda item, Chair Santos said, in accordance with the 2015 House Bill 3375, the Board of Trustees is required to report biennially on the university's plan for preparing diverse educators. SOU's plan is entitled "The 2020 Southern Oregon Pathway to Teaching: Southern Oregon University Educator Equity Plan." This committee will review the plan for suitability and will make a recommendation to the full board for final approval. The board previously approved the 2016 and 2018 plans.

Dr. John King presented SOU's updated Educator Equity Plan. He said the goal is to help increase diversity of the K-12 teacher workforce to more closely resemble that of the students. Significant progress has been made toward that goal. An additional feature of SOU's plan is that it ties in closely with district partners through minority outreach and precollege youth programs (e.g., Pirates to Raiders and Bulldogs to Raiders). Dr. King reviewed the core strategies included in the meeting materials. One of the strategies is the inclusion of incentives, the most significant being the promise of a free Master of Arts in Teaching (MAT) program or free final year of the teacher licensure program. He said this is the third rendition of the plan and is the first time there is money allocated from the state to support the work.

Dr. King mentioned the progress and success of SOU's minority outreach pathway programs and highlighted the one student who is currently an SOU Educator Preparation Program candidate receiving a tuition-free education in the MAT program.

Discussion ensued on the enrollment statistics included in the meeting materials and the number of students in various cohorts.

Dr. King said the ultimate goal of the bill is to increase diversity in the teacher workforce. Since the inception of the program, the percentage of culturally and linguistically diverse candidates enrolled in SOU's educator preparation program has risen from 9 percent to 24 percent, which is greater than progress made by the other universities.

The focus of the plan for the next biennium is twofold, each with its own strategy: keep increasing students in the pipeline and ensure those students coming to SOU are being successful, welcomed and supported. The strategy for the first goal is to institute sponsored residencies to reduce barriers to entry, success and completion. The other strategy is to pilot the student-ready campus initiative, reflecting the need for universities to assume shared responsibility for the success of all students and understand that some may not be fully college-ready at the beginning. Some of the tools in this program can be applied to other students as well, such as those from American Samoa and Native American populations.

Responding to Trustee Wilson's and Trustee Loverro's inquiries, Greg Perkinson said SOU's current hiring freeze will not have a specific negative impact on this program since there are no current searches and Dr. King said some of the positions are PEAK student positions. Dr. King said the plan was created to be budget neutral, utilizing only state-provided funding and using current resources.

Trustee Bullock moved to recommend for approval by the Board of Trustees the 2020 Southern Oregon Pathway to Teaching: Southern Oregon University Educator Equity Plan. Trustee Thalden seconded the motion and it passed unanimously.

Curriculum Update

Gender, Sexuality, and Women's Studies - Dr. Susan Walsh said both the Provost's Council and the HECC unanimously approved the proposal. That completes the approval process and SOU is now advertising the program to students and publicizing the transgender certificate.

Certificate in Holistic Education, Certificate in Music Industry and Certificate in Sound Design - Dr. Jody Waters provided the update on the certificates, saying two of the certificates include undergraduate and graduate curriculum which provide a lot of opportunities for students. All of the certificates are available as stand-alone certificates, later adding that HECC recognizes certificates in the funding model. Dr. Waters added that all of the certificates were passed unanimously by the entities they passed through. Responding to Trustee Rosenberg's inquiry, Dr. Waters said none of the certificates would require the hiring of new faculty members.

Student Affairs Modified Operations Update

Taylor Burke provided an update on how the Office of the Dean of Students and Student Life is modifying and delivering services through the COVID-19 transitions to engage and support students, make connections and build communities. Regarding programming and events, there are twelve activities weekly and eleven support groups

(six being clinically supported and five supported by resource centers or equity grievance engagement). There are also many themed programs, such as Earth Week.

Ms. Burke said the Office of the Dean of Students continues its typical operations, such as oversight of the SOU CARES program and the student support network, behavioral intervention, clinical intervention, and support plan development for students who may be struggling. She said the CARES numbers are a little over last year's numbers. Engagement with new students is also occurring remotely with online registration and orientation events. Career services has also transitioned to remote operations except for Human Resources' verification of new student employees. Responding to Trustee Rosenberg's later inquiry, Ms. Burke said the level of student participation in remote activities varies; staff are learning, adapting and improving to meet students' needs.

Anna D'Amato said the Student Health and Wellness Center (SHWC) is still up and running; it has been operating remotely and providing telehealth for about 99 percent of the visits. She has modified operations and written or revised several protocols, such as the use of personal protective equipment, remote visits and informed consent. One issue in telehealth is that medical and mental health licensure is state-specific so services cannot be provided across state lines. Washington and California have granted reciprocity so it has not yet been a problem but could be if students from other states need services.

Responding to Vice Chair Nicholson's inquiry about future operations and lessons learned, Ms. D'Amato said it has been great to see how well patients can be treated over telehealth and students will be offered medical and mental health appointments through Zoom as an option in the future. The number of medical and mental health appointments is lower than last year, possibly because students do not know that telehealth is an available option; the SHWC is doing outreach to increase awareness and expand telehealth.

Regarding COVID-19 issues, Ms. D'Amato said medical staff worked with housing to screen students before they moved back into housing after spring break. She continues to be the liaison with public health during this crisis, for which President Schott expressed her appreciation. Responding to Chair Santos's inquiry, Ms. D'Amato said the SHWC can do [coronavirus] testing but has not yet done so.

Greg Perkinson highlighted some of the housing initiatives that are supporting student wellness. There are still resident advisors in the residence halls. The resident advisors actively reach out to residents and have developed physically distanced programs to support student engagement and wellness. Mr. Perkinson described dining operations and steps taken to support students.

Enrollment Management Council Update

Financial Aid Leveraging – This agenda item was covered earlier in the meeting.

New Enrollment Initiatives - Kelly Moutsatson detailed some of the new operations in the Office of Admissions, challenges faced, and initiatives to improve remote accessibility for students. The office created a new webpage with useful information for students, parents and other guests. There are now virtual events for outreach

activities, such as admitted student receptions, meetings with counselors, coffee talks and campus tours. There are also weekly Zoom information sessions and invitations are sent to every recruit and applicant.

Turning to esports, Dr. Woolf said electronic gaming and sport is one of the fastest growing industries and SOU is creating an innovative esports program. Jeremy Carlton provided statistics on the gaming industry. Hugues Lecomte mentioned initiatives Campus Recreation is pursuing in the esports area, including a team club and providing space for stations in the recreation center. President Schott stressed that SOU's program can be one of the first on the west coast. Mr. Carlton and President Schott mentioned some of the career opportunities in this field, including event planning, broadcasting, marketing, coaching and event production.

Student Employment Process Improvements

Alana Lardizabal and Max Brooks highlighted recent enhancements made to the student employment process. The process is now fully online for both students and supervisors in a single location and eliminated the need for multiple paper forms.

Responding to Chair Santos' inquiry, Ms. Lardizabal said supervisors fill the evaluation role through coaching and mentoring and there are other formal and informal evaluation opportunities. Mr. Brooks mentioned the possibility of providing supervisor training, which would address the evaluation role.

Responding to Trustee Thalden's inquiry on the effect COVID-19 has had on jobs available to students, Ms. Lardizabal said Human Resources does not yet have the timesheets needed to complete a statistical analysis. She added that 71 students have been accommodated through telecommuting agreements and some areas (e.g., the Farm and Facilities Management and Planning) have created new student jobs.

Future Meetings

Chair Santos said the next meeting would be on June 18.

Adjournment

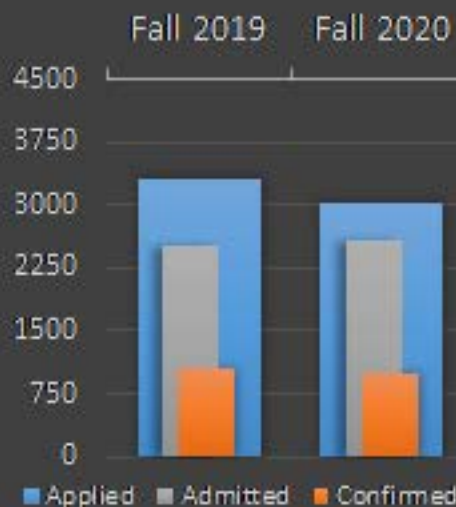
Chair Santos adjourned the meeting at 3:30 p.m.

Provost's Report

Vice President's Report

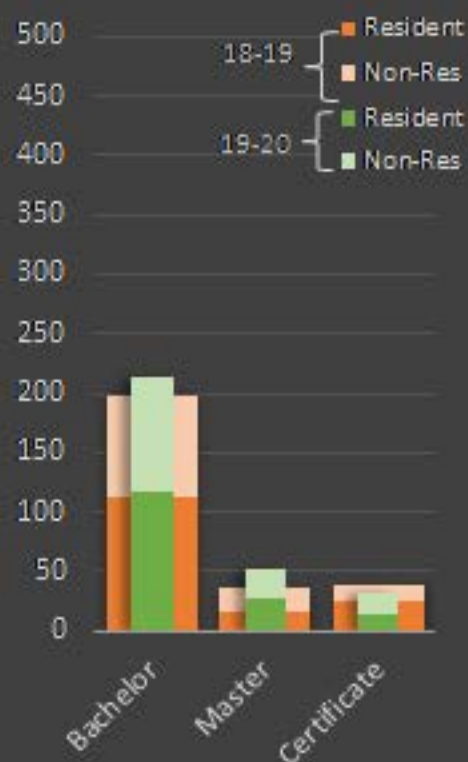
Admission Funnel

16 weeks before start of term



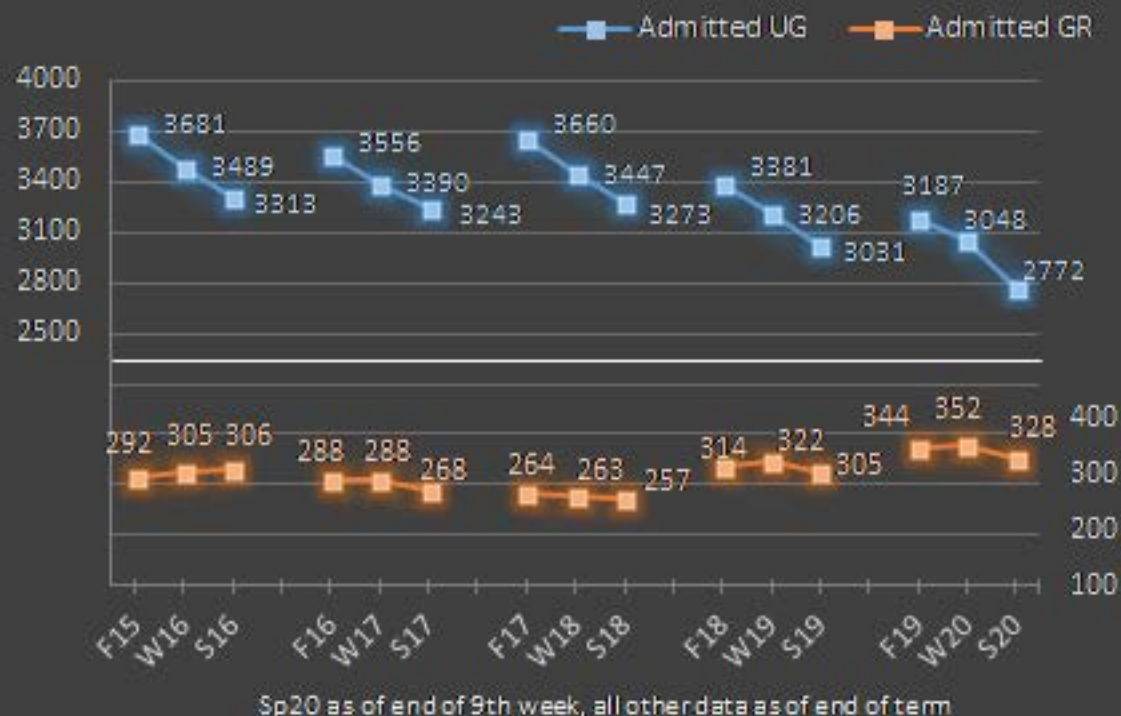
Degrees Awarded

Through May



All charts updated: 6/8/2020

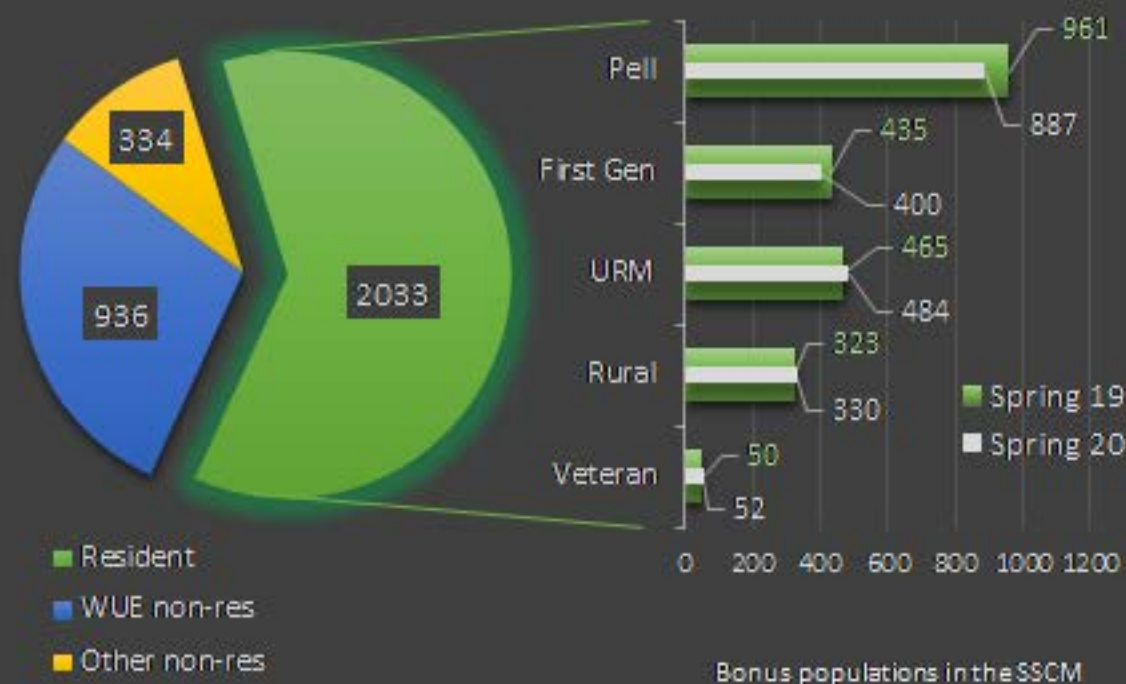
Admitted Student FTE



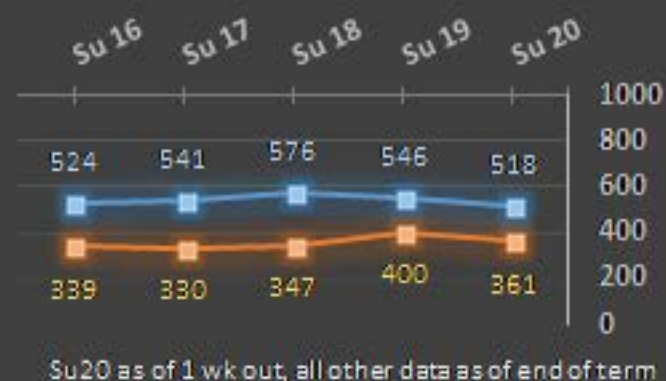
Sp20 as of end of 9th week, all other data as of end of term

Spring 2020 Admitted UG Students

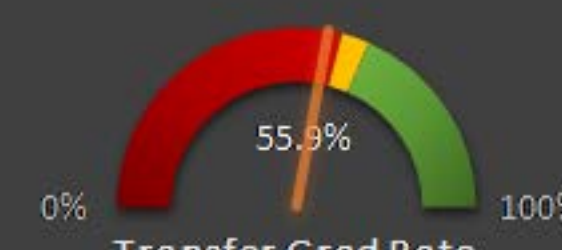
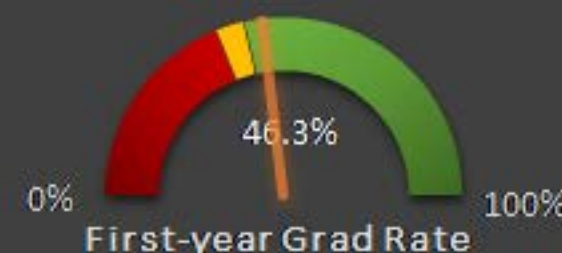
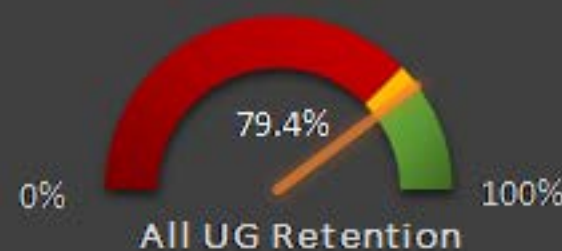
end of 9th week



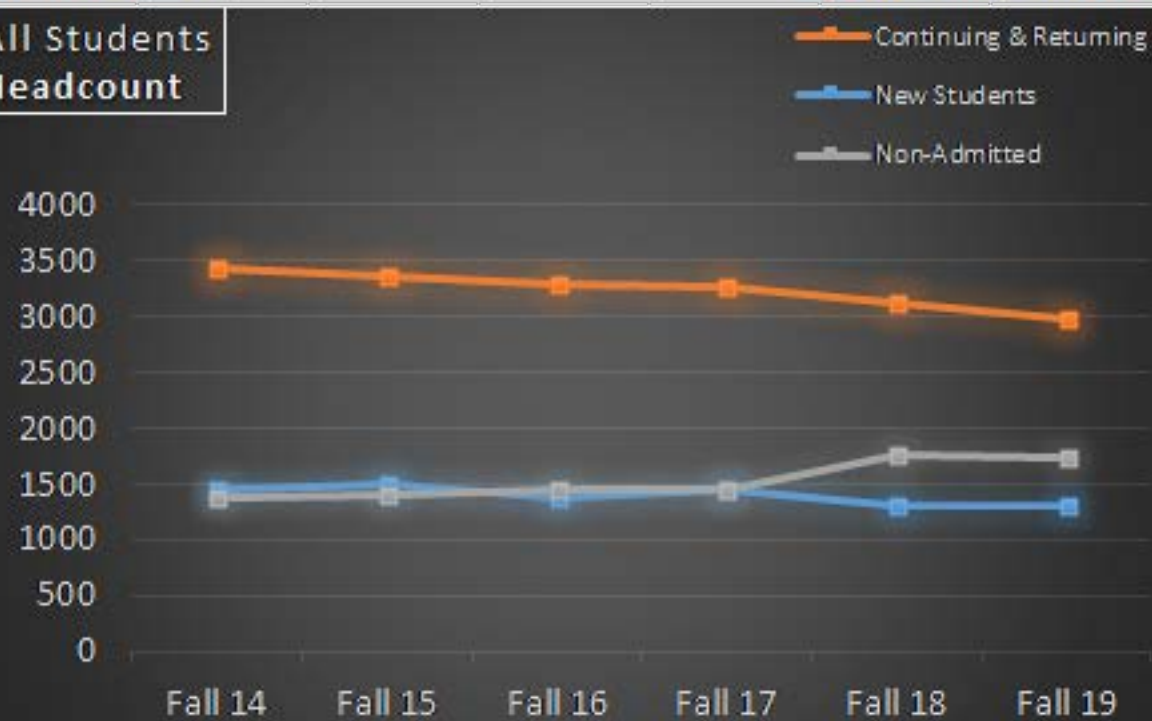
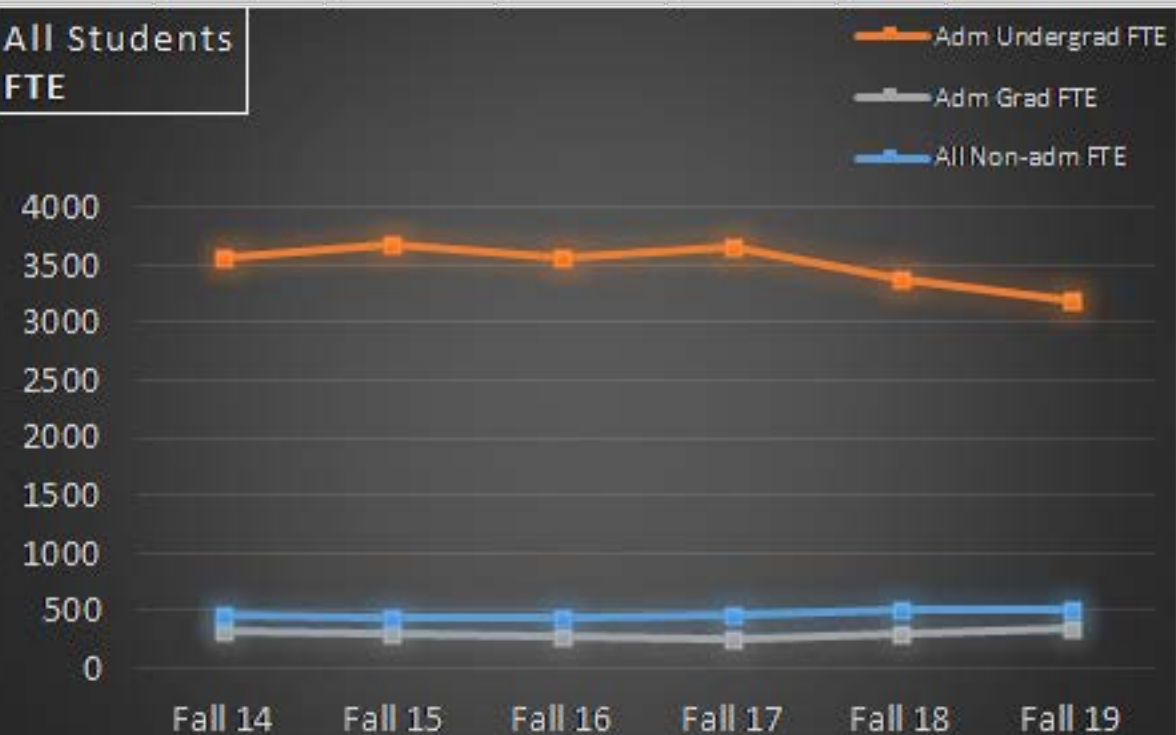
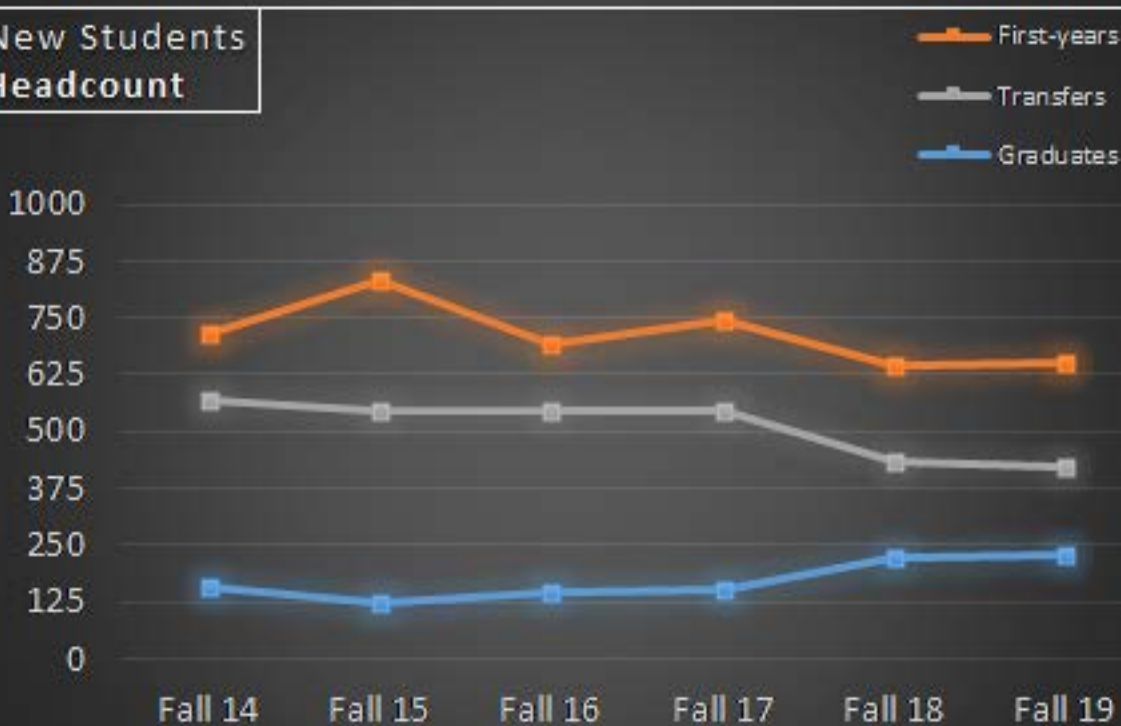
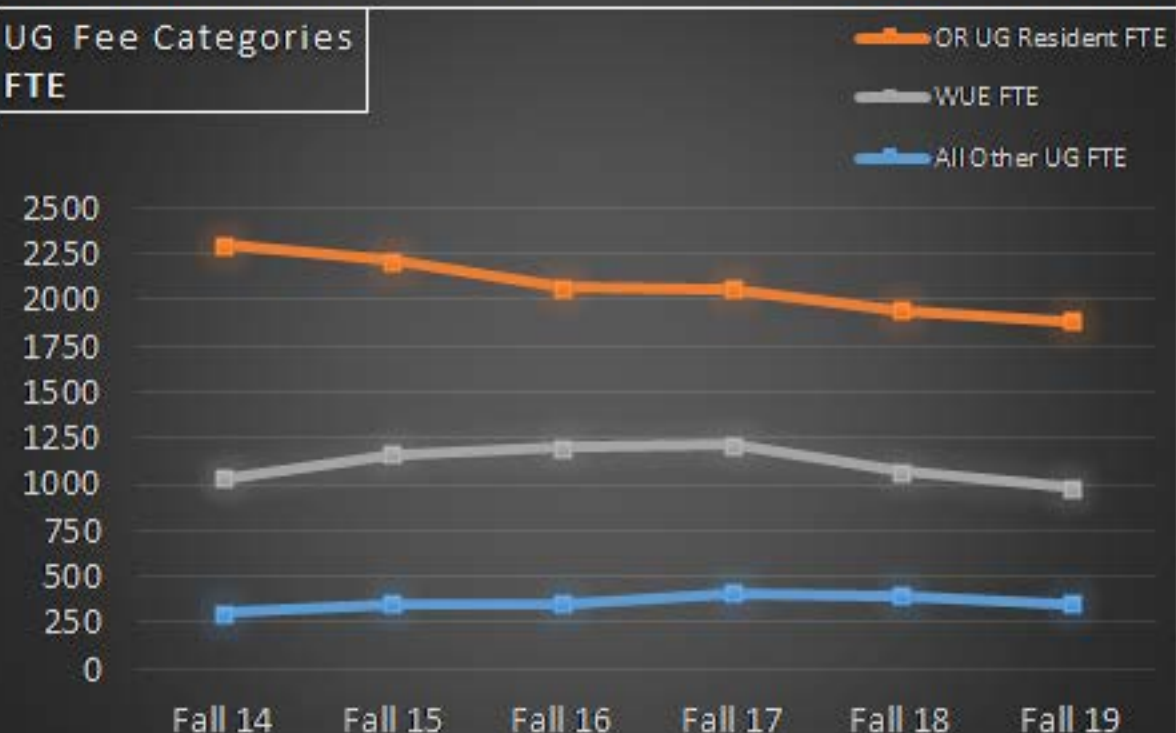
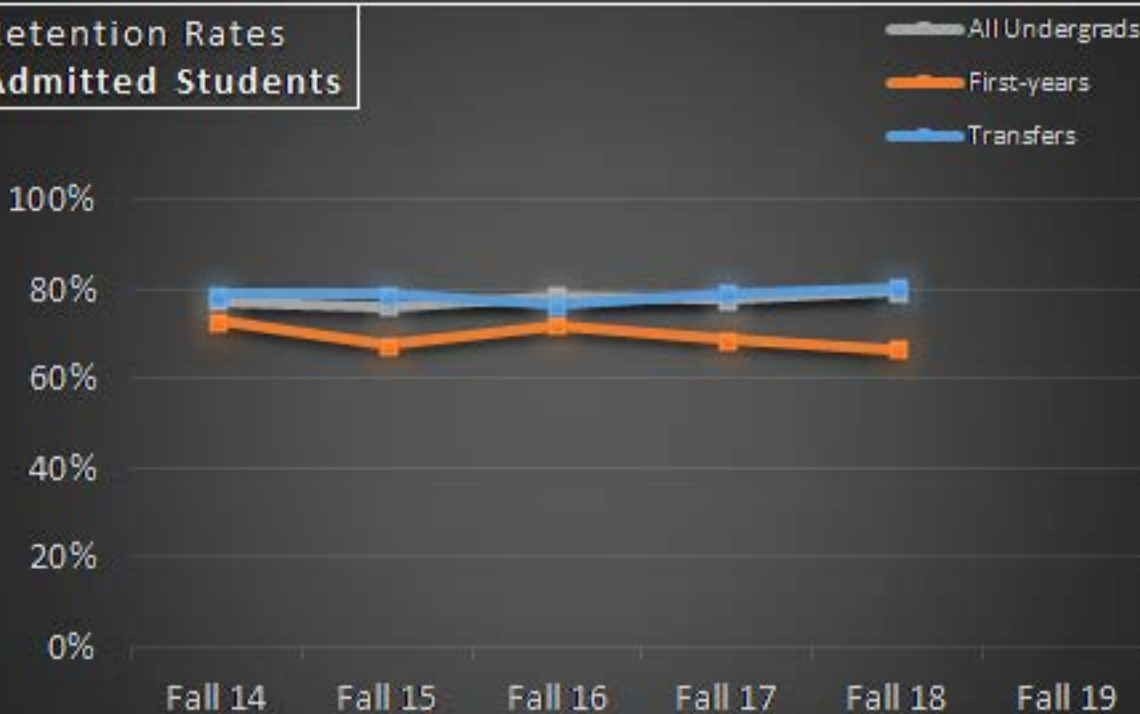
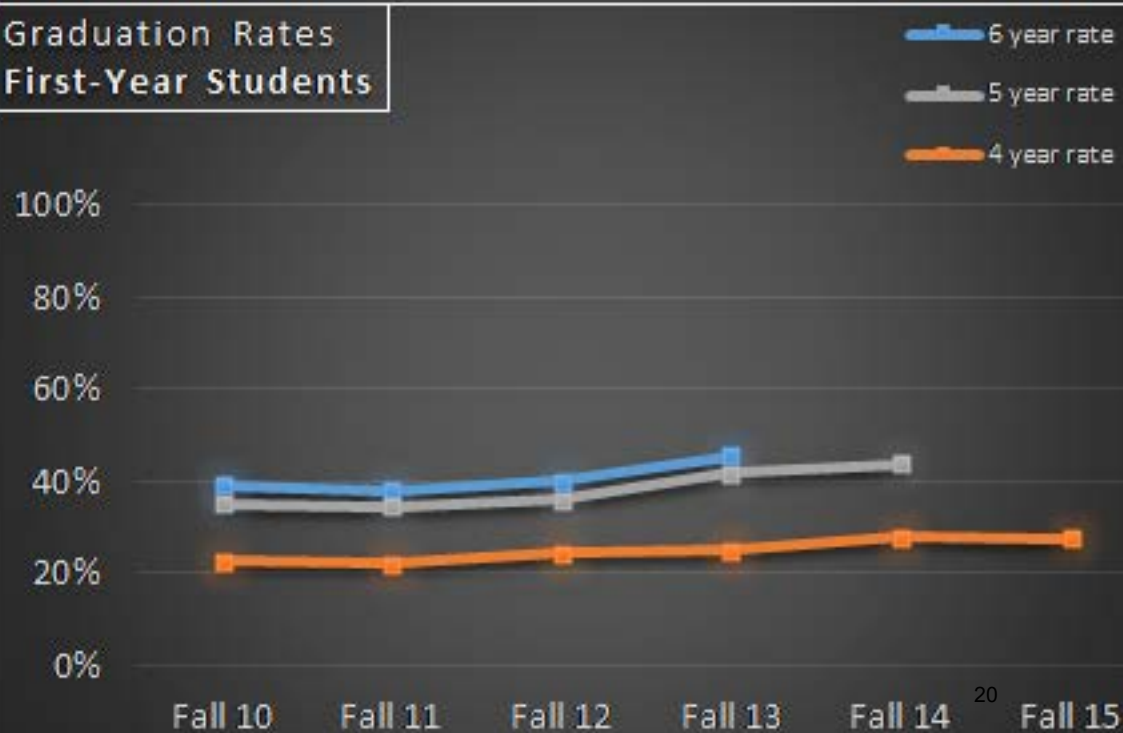
Bonus populations in the SSCM



Su20 as of 1 wk out, all other data as of end of term



Yellow zones indicate prior year value

**All Students
Headcount****All Students
FTE****New Students
Headcount****UG Fee Categories
FTE****Retention Rates
Admitted Students****Graduation Rates
First-Year Students**

Curriculum Approvals (Action)

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) |
|--|

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 |
|---|

Strand 3: Field Based (3-9 credits)

| |
|------------------------------------|
| ED 409/509 Practicum (3-9 credits) |
|------------------------------------|

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>

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> 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> 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> 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:

|                           |            |
|---------------------------|------------|
| <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

# 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 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? See attached.
- 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 440-446/540-546 - 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 pros. 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 &lt;longshore@sou.edu&gt;

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## Certificate in Music Industry

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Alena Ruggerio &lt;ruggeria@sou.edu&gt;

Tue, Oct 22, 2019 at 10:32 AM

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

Cc: David Humphrey &lt;humphred2@sou.edu&gt;, Katie Pittman &lt;pittmank@sou.edu&gt;

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)  
\*\*\*\*\*

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.***)  
See attached.

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

# Update on Academic Operations for Spring and Summer Terms



Mission: SOU Pre-College Youth Programs brings together young people from diverse backgrounds to kindle curiosity, inspire college confidence, and ignite expectations for a bright future.

Attending classes in a fun, safe university campus environment excites children about college life and encourages dreams of becoming a future college student.

Programs include enrichment classes/workshops, academic competitions, summer residential camps, and dual credit programs, including:

**Academia Latina (Academia)**, a 1 week residential program for 7<sup>th</sup>-12<sup>th</sup> grade Latino youth targeted at increasing high school graduation and college enrollment rates through immersion in a college environment, college-style classes, field trips, cultural events, and recreation. Tuition is covered through grants, donations, and partnerships;

**Konaway Nika Tillicum (Konaway)**, a similar 8 day residential academy for Native American Youth, including tuition waivers from grants, donations, and partnerships;

**ACADEMY**, a 1-week residential program for talented and highly motivated students in grades 5-8 to experience classes, lectures, cultural events, and recreational activities;

**Sea Camp Oregon**, a 4-day program at the Oregon Institute for Marine Biology offering hands-on learning about marine life;

**Cesar E. Chavez Leadership Conference**, Latino high school students cultivate leadership skills by attending workshops conducted by Latino leaders and are mentored by college students to increase awareness of contemporary issues, develop social justice and civic responsibility, and encourage postsecondary education;

**AWSEM**, a one-day partnership program with American Women in Science, Engineering, and Mathematics that empowers middle school girls to impact the world through hands-on workshops, discovering careers in science, and meeting other girls interested in STEM fields;

**Dia Familiar Latino / Latino Family Day**, an educational conference, in Spanish for parents and English for students, to become comfortable with SOU's campus, learn about resources, and participate in high school success and college preparation workshops;

**Juntos en Familia**, An educational conference, in Spanish for parents and English for students, designed for Latino families and students in 12<sup>th</sup> grade, to attend workshops focusing on the crucial steps, resources available and support necessary to transition to college;

**Advanced Southern Credit**, provides SOU dual credits for high school students through regional school district partnerships, with steep tuition discounts for credits and a limited number of full scholarships;

**Early Entry**, for high school students who meet the qualifications to take courses at Southern Oregon University for college credit and to help fulfill requirements for high school graduation;

**Academic Competitions**, including Brain Bowl, Best-of-Best Art Show, Mathematics League, Scavenger Hunts, and a Spelling Contest; and

**Summer Day Camps**, introduce children and youth age 6+ to an exciting menu of hands-on classes in arts, culinary, literature, creative writing, computers, video, film, photography, dance, music, theatre, recreation, sports, science, strategy games, and engineering.

#### SOLICITUD

**Fecha de prioridad:** Marzo 31, 2020

**Fecha limite:** Mayo 1, 2020

#### EL PROGRAMA

Academia Latina es un programa fundado por la Universidad del Sur de Oregon (Southern Oregon University), Southern Oregon ESD Migrant Education, maestros, y padres de familia. Academia Latina es la exploración de un amplio rango de clases, experiencias culturales y actividades recreativas para estudiantes latinos que han terminado el séptimo, octavo o noveno grado. Los estudiantes seleccionados vivirán en el campus de la universidad en Ashland. Los participantes podrán interactuar con otros estudiantes latinos del Sur de Oregon, al mismo tiempo siendo desafiados por la creatividad e imaginación de los instructores y actividades preparadas.

#### ASISTENTE DE CONSEJERO (JUNIOR COUNSELORS)

La posición de asistente de consejero está disponible para estudiantes latinos que han terminado su último año de preparatoria (high school). Diseñado para estudiantes motivados y exitosos con interés en obtener experiencia de liderazgo y preparación universitaria. Para más información visite <https://tinyurl.com/soulatino>

#### VIDA RESIDENCIAL

Un equipo muy capacitado de administradores y personal de Academia Latina reside en los dormitorios para supervisar a los grupos estudiantiles. Esta experiencia les dará la oportunidad a los estudiantes de formar amistades con otros estudiantes y personal de Academia Latina. El último día consiste en la presentación de certificados de graduación y ceremonia de clausura para los estudiantes y sus familias.

#### ¿CUÁNDO ES EL PROGRAMA?

JULIO 26 - AGOSTO 1, 2020

Todos los estudiantes llegarán el domingo, 26 de julio. La registración se tomara acabo de 1:00 PM a 3:00 PM donde podrán registrarse y asistir a la orientación. Las comidas comienzan con la cena el domingo. La clausura y salida será sábado, 1 de agosto. La ceremonia de clausura será a las 11:30 AM y la salida a las 12:30 PM.

#### ¿QUIÉN PUEDE PRESENTAR UNA SOLICITUD?

Estudiantes latinos que cumplan con los requisitos que aparecen en este folleto y hayan terminado el séptimo, octavo o noveno grado. Candidatos para admisión de Academia Latina podrán ser recomendados por maestros, personal escolar, o líderes de la comunidad.

#### ¿CUÁLES SON LOS REQUISITOS?

Para ser considerado para Academia Latina, los estudiantes deberán mostrar un compromiso personal para asistir y participar en el programa. Además, demostrar por lo menos una de las siguientes cualidades:

- Rasgos de liderazgo
- Talento especial
- Habilidad en las artes culturales, teatro, danza o música
- Capacidad de pensamiento creativo o productivo



#### REQUISITOS DE SOLICITUD:

1. Presente la solicitud por internet:  
<https://tinyurl.com/soulatino>

#### 2. Participantes Nuevos:

**DOS** cartas de recomendación

- Maestro o miembro de la comunidad

#### Participantes Pasados:

**UNA** carta de recomendación

- Maestro o miembro de la comunidad

3. Un ensayo escrito por el estudiante explicando su interés y compromiso para asistir a Academia Latina.

4. Información sobre intereses especiales, liderazgo, actividades, participación comunitaria y premios.

5. Expediente académico del presente año escolar con promedio académico de:

- Nuevo Participante: Mínimo 2.75 GPA
- Participantes Pasado: Mínimo 3.0 GPA

**Nota:** Estudiantes tendrán que presentar su expediente académico por internet.

#### CUOTA

Matriculación: \$1,000 (Puede ser becada)

#### BECAS

Ofreceremos becas a estudiantes que califiquen. Una cuota de \$100 de asignación de actividades será requerida.

#### Academia Latina es patrocinada en parte por :

The Reed and Carolee Walker Fund of the Oregon Community Foundation  
Southern Oregon University  
Southern Oregon ESD, Migrant Education  
The Carpenter Foundation  
Joe and Frances Naumes Family Foundation  
DL Reforestation  
Oregon Shakespeare Festival  
Oregon Gear Up  
Anonymous Donors  
Meyer Memorial Trust  
Charlotte Martin Foundation  
Oregon Department of Education Migrant ED  
College Dreams  
Jackson County School District # 9  
TRiO

**¡CELEBRANDO 20 AÑOS!**

“He obtenido la confianza para conocer gente nueva y no tener miedo de llegar legos”. “Este año obtuve más confianza, fuerza y positividad”.

- Estudiantes de Academia Latina (2019)

#### FOLLOW US! | ¡SIGUENOS!



SOU ACADEMIA LATINA



SOU\_ACADEMIALATINA



SOU LATINO PROGRAMS

## ACADEMIA LATINA 2020

#### Para más información

For More information

Southern Oregon University

Pre-College Youth Programs

1250 Siskiyou Boulevard

Ashland, Oregon 97520

541-552-6452

<https://tinyurl.com/soulatino>



**¡CELEBRANDO 20 AÑOS!**  
CELEBRATING 20 YEARS!

SOU Latino/a/x Programs  
SOU Youth Programs

July 26 - August 1, 2020  
Julio 26 - Agosto 1, 2020



# ACADEMIA LATINA 2020

FOR STUDENTS COMPLETING GRADES 7 - 9

## PROGRAM APPLICATION

**Priority Application Deadline:** March 31, 2020

**Regular Application Deadline:** May 1, 2020

## THE PROGRAM

Academia Latina is a program designed by Southern Oregon University (SOU), Southern Oregon ESD Migrant Education, and many teachers and parents. Academia Latina is an exploration of a broad range of classes, lectures, cultural experiences, and recreational activities for Latino students who have completed grades 7 through 9. Students selected will live on campus at SOU in Ashland. They will interact with other Latino students from throughout southern Oregon while being challenged by creative, imaginative instructors and activities.

## JUNIOR COUNSELORS

Junior counselor positions are for Latino students who have completed their senior year of high school. Designed for motivated and accomplished students who are interested in obtaining leadership experience and college preparation. For more info visit: <https://tinyurl.com/soulatino>

## RESIDENTIAL LIFE

A highly qualified administrative and residential staff will closely supervise the small living groups. Students form close friendships with other students and staff members at Academia Latina. The last day consists of the presentation of graduation certificates and closing ceremony for students and their families.

## WHEN DOES ACADEMIA LATINA TAKE PLACE?

JULY 26 - AUGUST 1, 2020

All students arrive on campus Sunday, July 26, between 1:00 pm and 3:00 pm for check-in and orientation. Meals begin on Sunday with Dinner. The closing ceremony begins at 11:30 am and departure is at 12:30 pm on Saturday, August 1.

## WHO MAY APPLY?

All Latino students are invited to apply. Each applicant must meet our criteria and have currently completed grade 7th, 8th, or 9th. Students may be recommended for admission by teachers, school personnel, or community leaders.

## CRITERIA

To be considered for Academia Latina students must show a personal commitment to attend and participate in the program. Students must also demonstrate at least one of the following:

- Leadership ability
- A special talent
- Ability in fine and performing arts
- Creative or productive thinking ability



*"I have gained knowledge, social skills, and a whole lot of confidence."*

*"I learned that it's okay to be Latino and that I can be myself."*

*- Academia Latina Students (2019)*

## APPLICATION REQUIREMENTS

All applicants are responsible for submitting the following:

1. Submit application online at <https://tinyurl.com/soulatino>
2. **New Participant**  
TWO Recommendation Letters:
  - Teacher, or community member**Returning Participant**  
ONE Recommendation Letter
  - Teacher, or community member
3. A statement written by the student explaining his or her interest in and commitment to attend Academia Latina.
4. Information about special interests, leadership, activities, community involvement and awards.
5. Submit your school transcript for the current year:
  - New applicants must have at least a 2.75 GPA.
  - Returning applicants must have at least a 3.0 GPA.

**Note:** Students will need to submit transcripts online.

## FEES

Student Tuition: \$1,000 (May be covered by Scholarship)

## SCHOLARSHIPS

Academia Latina offers scholarships to students who are eligible. A **\$100** student activities fee is required and payable upon acceptance.

## Academia Latina is Proudly Sponsored in part by:

The Reed and Carolee Walker Fund of the Oregon Community Foundation  
Southern Oregon University  
Southern Oregon ESD, Migrant Education  
The Carpenter Foundation  
Joe and Frances Naumes Family Foundation  
DL Reforestation  
Oregon Shakespeare Festival  
Oregon Gear Up  
Anonymous Donors  
Meyer Memorial Trust  
Charlotte Martin Foundation  
Oregon Department of Education Migrant ED  
College Dreams  
Jackson County School District # 9  
TRIO

## QUESTIONS ABOUT ACADEMIA LATINA | PREGUNTAS SOBRE ACADEMIA LATINA

### When Is the Application Deadline? ¿Cuándo es la fecha límite para aplicar?

We encourage students to complete their applications early and submit them as soon as possible. Applications will not be reviewed until all documentation has been received and files are complete. **The Priority Application Deadline is March 31, 2020. The General Application Deadline is May 1, 2020.** Applications submitted after the general deadline will be added to our wait-list and reviewed as space becomes available.

Le pedimos a los estudiantes que entreguen su solicitud con anticipación y enviarlas lo más antes posible. Las solicitudes no serán revisadas hasta que se haya recibido toda la documentación y los archivos estén completos. **La fecha límite de solicitud de prioridad es el 31 de marzo de 2020. La fecha límite de solicitud general es el 1 de mayo de 2020.** Las solicitudes enviadas después de la fecha límite general se agregarán a nuestra lista de espera y se revisarán a medida que haya espacio disponible.

### When Will Students Be Notified of Acceptance? ¿Cuándo se notificará la aceptación a los estudiantes?

Applicants will be notified as applications are received and reviewed. No applications are reviewed until after the priority deadline of March 31. Applications will be reviewed in order of completion. We review hundreds

of applications a year so be patient in this process. No application is reviewed until all parts of the application are received.

Los solicitantes serán notificados a medida que se reciban y revisen las solicitudes. No se revisan las solicitudes hasta después de la fecha límite de prioridad del 31 de marzo. Las solicitudes se revisarán en orden de finalización. Revisamos cientos de solicitudes al año, así que sea paciente en este proceso. No se revisa ninguna solicitud hasta que se reciben todas las partes de la solicitud.

### What Happens if Have to Cancel? | ¿Qué sucede si tengo que cancelar?

We appreciate hearing from you as soon as possible since there may be a student on the waiting list we need to notify.

Apreciamos su notificación lo más antes posible ya que puede haber un estudiante en la lista de espera que necesitamos notificar.

### What about Requesting a Roommate? ¿Qué pasa si solicito un compañero de cuarto?

One of the best things about Academia Latina is the new and lasting friendships students make during their week on campus. We do accept roommate requests; however, we encourage your child to meet new people. If your child wishes to request a roommate, there is a section on the online application to do so. Requests must be noted by both students on their applications.

Una de las mejores cosas de Academia Latina es la amistad nueva y duradera que los estudiantes hacen durante su semana en el campus. Aceptamos solicitudes de compañeros de cuarto; sin embargo, alentamos a su hijo a conocer gente nueva. Si su hijo desea solicitar un compañero de cuarto, hay una sección en la solicitud en línea para hacerlo. Las solicitudes deben ser anotadas por ambos estudiantes en sus solicitudes.

### What if I don't have the required GPA? ¿Qué sucede si no tengo el promedio de calificaciones requerido?

We encourage all student to apply and complete the application. Our application review is able to make exceptions on a case-by-case basis. If you have any questions please call our office.

Animamos a todos los estudiantes de entregar y completar la solicitud de Academia Latina. Nuestra evaluación de la solicitud puede hacer excepciones caso por caso. Si tiene alguna pregunta por favor llame a nuestra oficina.

Affirmative Action Statement: Southern Oregon University is committed to providing equal opportunity in its recruitment, admissions, educational programs, activities, and employment without discrimination on the basis of age, disability, national origin, race, color, marital status, religion, sex, or sexual orientation. Affirmative Action Officers: Dean of Students (Students): 541-552-6223; Associate Provost (Faculty): 541-552-6114; and Associate Vice President for Human Resources (Administrators and Classified Staff): 541-552-6511. Southern Oregon University, 1250 Siskiyou Blvd., Ashland, OR 97520. Campus information: 541-552-7672. Printed on recycled paper.



## Latino/a/x Programs Staff



Jonathan Chavez Baez  
Assistant Director  
for Latino/a/x Outreach & Support  
Hablo Español!  
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Genesis Beas  
Campus Compact of Oregon  
AmeriCorps Member  
541-552-6924  
[beasg@sou.edu](mailto:beasg@sou.edu)

**SOU Latino/a/x Programs | 541-552-6478 & 541-552-6378 | [latinoprograms@sou.edu](mailto:latinoprograms@sou.edu)**

**[www.tinyurl.com/soulatino](https://www.tinyurl.com/soulatino)**



### SOLICITUD

**Fecha de prioridad:** Marzo 31, 2020

**Fecha limite:** Mayo 1, 2020

### EL PROGRAMA

Academia Leadership es una extensión de Academia Latina. Este programa comenzó en el año 2013 con la meta de desarrollar a nuestros jóvenes como líderes. Academia Leadership es un programa residencial para jóvenes Latinos en los grados 10 al 11 en el sur de Oregon. Ofrecemos una amplia gama de cursos, experiencias culturales y actividades recreativas centradas en el liderazgo y el desarrollo de un líder eficaz. El objetivo de este programa es fomentar la juventud Latina y crear modelos positivos. Asimismo, los estudiantes participarán en actividades de servicio comunitario.

### AGENDA

Los participantes llegarán el viernes 24 de julio por la tarde para registrarse, asistir a la orientación, y pasar la primera noche en los dormitorios. Las actividades comienzan el viernes después de la registración y continúan el sábado y el domingo. Las clases comienzan el lunes y continuarán hasta el viernes. El horario de cada alumno incluye tres clases, presentaciones especiales y servicio comunitario. Además, estudiantes participarán en una variedad de actividades y eventos culturales.

### VIDA RESIDENCIAL

Un equipo muy capacitado de administradores y personal de Academia Latina reside en los dormitorios para supervisar a los grupos estudiantiles. Esta experiencia les dará la oportunidad a los estudiantes de formar amistades con otros estudiantes y personal de Academia Latina. El último día consiste en la presentación de certificados de graduación y ceremonia de clausura para los estudiantes y sus familias.

### ¿CUÁNDO ES EL PROGRAMA?

JULIO 24 - AGOSTO 1, 2020

Todos los estudiantes llegarán el viernes, 24 de julio. La registración se tomará acabo de 6:00 PM a 7:00 PM donde podrán registrarse y asistir a la orientación. Las comidas comienzan con el desayuno el sábado. La clausura y salida será el sábado 1 de agosto. La ceremonia de clausura será a las 11:30 AM y la salida a las 12:30 PM.

### ¿QUIÉN PUEDE PRESENTAR UNA SOLICITUD?

Estudiantes latinos que cumplan con los requisitos que aparecen en este folleto y hayan terminado los grados 10 o 11. Candidatos para admisión de Academia Leadership podrán ser recomendados por maestros, personal escolar, y líderes de la comunidad.

### ¿CUÁLES SON LOS REQUISITOS?

Para ser considerado para Academia Leadership, los estudiantes deberán mostrar un compromiso personal para asistir y participar en el programa. Además, demostrar las siguientes cualidades:

- Terminar los grados 10 o 11
- Promedio Académico (GPA):
  - **Participantes Nuevos:** al menos 3.0 GPA
  - **Participantes Pasados:** al menos 3.25 GPA



### REQUISITOS DE SOLICITUD:

1. Presente la solicitud por internet:  
<https://tinyurl.com/soulatino>
2. **Participantes Nuevos:**
  - DOS** cartas de recomendación
    - Carta #1: Académica (Maestro/a o Consejero)
    - Carta #2: Miembro de la comunidad
  - Participantes Pasados:**
    - UNA** carta de recomendación
      - Maestro/a o miembro de la comunidad
3. Un ensayo escrito por el estudiante explicando su interés y compromiso para asistir a Academia Latina.
4. Información sobre intereses especiales, liderazgo, actividades, participación comunitaria y premios.
5. Expediente académico del presente año escolar con promedio académico de:
  - Nuevo Participante: Mínimo 2.75 GPA
  - Participantes Pasado: Mínimo 3.0 GPA

**Nota:** Estudiantes tendrán que presentar su expediente académico por internet.

### CUOTA

Matriculación: \$1,000 (Puede ser becada)

### BECAS

Ofreceremos becas a estudiantes que califiquen. Una cuota de **\$100** de asignación de actividades será requerida.

### Academia Leadership es patrocinado en parte por:

The Reed and Carolee Walker Fund of the Oregon Community Foundation  
Southern Oregon University  
Southern Oregon ESD, Migrant Education  
The Carpenter Foundation  
Joe and Frances Naumes Family Foundation  
DL Reforestation  
Oregon Shakespeare Festival  
Oregon Gear Up  
Anonymous Donors  
Meyer Memorial Trust  
Charlotte Martin Foundation  
Oregon Department of Education Migrant ED  
College Dreams  
Jackson County School District # 9  
TRiO

“Conocí nuevas amistades este año y también descubrí más sobre mí y lo que significa ser un líder”.

- Estudiante de Academia Leadership (2019)

### FOLLOW US! | ¡SIGUENOS!



SOU ACADEMIA LATINA



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SOU LATINO PROGRAMS

## ACADEMIA LEADERSHIP 2020

### Para más información

*For More information*

Southern Oregon University

Pre-College Youth Programs

1250 Siskiyou Boulevard

Ashland, Oregon 97520

541-552-6452

<https://tinyurl.com/soulatino>



# Empowering Latinx Youth!

*¡Empoderando a la juventud latina!*

SOU Latino/a/x Programs  
SOU Youth Programs



**ACADEMIA  
LEADERSHIP**



**2020**

July 24 - August 1, 2020  
Julio 24 - Agosto 1, 2020



# ACADEMIA LEADERSHIP

FOR STUDENTS COMPLETING GRADES 10 & 11

## PROGRAM APPLICATION

**Priority Application Deadline:** March 31, 2020  
**Regular Application Deadline:** May 1, 2020

## THE PROGRAM

Academia Leadership is an extension of Academia Latina. This program began in 2013 with the goal of developing our youth as leaders. Academia Leadership is a 9-day summer residential program for Latino youth in southern Oregon completing 10th and 11th grade. The program will offer a broad range of courses, lectures, cultural experiences, and recreational activities focused on leadership and the development of an effective leader. The goal of this program is to foster Latino youth leaders and create positive role models.

## SCHEDULE

Students arrive Friday evening for check-in, orientation, and their first night in the residential halls. Activities will begin Friday after check-in, and continue on Saturday and Sunday. Classes begin on Monday and continue through Friday. Each student's daily schedule includes three classes, special presentations and civic engagement activities. After class, students will participate in activities that include supervised recreation and cultural events.

## RESIDENTIAL LIFE

A highly qualified administrative and residential staff will closely supervise the small living groups. Students form close friendships with other students and staff members at Academia Latina/Academia Leadership. The last day consists of the presentation of graduation certificates and closing ceremony for students and their families.

## WHEN DOES ACADEMIA LATINA TAKE PLACE?

JULY 24 - AUGUST 1, 2020  
All students arrive on campus Friday, July 24, between 6:00 pm and 7:00 pm for check-in and orientation. Meals begin on Saturday with Breakfast. On Saturday, August 1, the closing ceremony begins at 11:30 am and departure is at 12:30 pm.

## WHO MAY APPLY?

All Latino students are invited to apply. Students will need to show evidence of meeting the criteria listed and have currently completed 10th and 11th grade. Students may be recommended for admission by teachers, school personnel, and community leaders.

## CRITERIA

- Must have completed 10th or 11th grade
- New Participant: 3.0 or higher GPA
- Returning Participant: 3.25 or higher GPA

## PERSONAL CHARACTERISTIC REQUIREMENTS

Academia Leadership is looking for high-energy participants who find working with young people stimulating and fun. We are also looking for students that have a special interest in social justice, leadership and social change.

*"I have gained new friendships and new knowledge about myself and what it means to be a leader".*

*- Academia Leadership Student (2019)*

## APPLICATION REQUIREMENTS

All applicants are responsible for submitting the following:

1. Submit application online at <https://tinyurl.com/soulatino>
2. **New Participant**  
**TWO** Recommendation Letters:
  - Letter #1: Academic (teacher/counselor)
  - Letter #2: Community Leader**Returning Participant**  
**ONE** Recommendation Letter
  - Academic or Community Leader

3. Personal Essays  
**Essay # 1:** Why are you interested in participating in Academia Leadership? (250 words)  
**Essay # 2:** Select essay question that applies to you:  
**NEW** students, answer the following question:  
How has your heritage hindered/helped your view of education? How will you be able to impact younger generations? (500 words)  
**RETURNING** students, answer the following question:  
If you had the power to change something in your community, what would it be and why? (500 words)

4. Information about special interests, leadership, activities, community involvement and awards.
5. School transcript for the current year. Applicants refer to GPA requirement listed above.

**Note:** Students will need to submit transcripts online.

## FEES

Student Tuition: \$1,000 (May be covered by Scholarship)

## SCHOLARSHIPS

Academia Latina offers scholarships to students who are eligible. A \$100 student activities fee is required and payable upon acceptance.

## Academia Leadership is Proudly Sponsored in part by:

Oregon Department of Education  
Migrant ED  
College Dreams  
Jackson County School District # 9  
TRiO  
The Reed and Carolee Walker Fund of the Oregon Community Foundation  
Southern Oregon University  
Southern Oregon ESD  
Migrant Education

DL Reforestation  
Oregon Shakespeare Festival  
Oregon Gear Up  
Anonymous Donors  
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Charlotte Martin Foundation  
The Carpenter Foundation  
Joe and Frances Naumes Family Foundation

## QUESTIONS ABOUT/PREGUNTAS SOBRE ACADEMIA LEADERSHIP

**When Is the Application Deadline?**  
**¿Cuándo es la fecha límite para aplicar?**

We encourage students to complete their applications early and submit them as soon as possible. Applications will not be reviewed until all documentation has been received and files are complete. **The Priority Application Deadline is March 31, 2020. The General Application Deadline is May 1, 2020.** Applications submitted after the general deadline will be added to our waitlist and reviewed as space becomes available.

Le pedimos a los estudiantes que entreguen su solicitud con anticipación y enviarlas lo más antes posible. Las solicitudes no serán revisadas hasta que se haya recibido toda la documentación y los archivos estén completos. **La fecha límite de solicitud de prioridad es el 31 de marzo de 2020. La fecha límite de solicitud general es el 1 de mayo de 2020.** Las solicitudes enviadas después de la fecha límite general se agregarán a nuestra lista de espera y se revisarán a medida que haya espacio disponible.

**When Will Students Be Notified of Acceptance?**  
**¿Cuándo se notificará la aceptación a los estudiantes?**

Applicants will be notified as applications are received and reviewed. No applications are reviewed until after the priority deadline of March 31. Applications will be reviewed in order of completion. We review hundreds

of applications a year so be patient in this process. No application is reviewed until all parts of the application are received.

Los solicitantes serán notificados a medida que se reciban y revisen las solicitudes. No se revisan las solicitudes hasta después de la fecha límite de prioridad del 31 de marzo. Las solicitudes se revisarán en orden de finalización. Revisamos cientos de solicitudes al año, así que sea paciente en este proceso. No se revisa ninguna solicitud hasta que se reciben todas las partes de la solicitud.

**What Happens if Have to Cancel? | ¿Qué sucede si tengo que cancelar?**

We appreciate hearing from you as soon as possible since there may be a student on the waiting list we need to notify.

Apreciamos su notificación lo mas antes posible ya que puede haber un estudiante en la lista de espera que necesitamos notificar.

**What about Requesting a Roommate?**  
**¿Qué pasa si solicito un compañero de cuarto?**

One of the best things about Academia Leadership is the new and lasting friendships students make during their week on campus. We do accept roommate requests; however, we encourage your child to meet new people. If your child wishes to request a roommate, there is a section on the online application to do so. Requests must be noted by both students on their applications.

Una de las mejores cosas de Academia Leadership es la amistad nueva y duradera que los estudiantes hacen durante su semana en el campus. Aceptamos solicitudes de compañeros de cuarto; sin embargo, alentamos a su hijo a conocer gente nueva. Si su hijo desea solicitar un compañero de cuarto, hay una sección en la solicitud en línea para hacerlo. Las solicitudes deben ser anotadas por ambos estudiantes en sus solicitudes.

**What if I don't have the required GPA?**  
**¿Qué sucede si no tengo el promedio de calificaciones requerido?**

We encourage all student to apply and complete the application. Our application review is able to make exceptions on a case-by-case basis. If you have any questions please call our office.

Animamos a todos los estudiantes de entregar y completar la solicitud de Academia Leadership. Nuestra evaluación de la solicitud puede hacer excepciones caso por caso. Si tiene alguna pregunta por favor llame a nuestra oficina.

Affirmative Action Statement: Southern Oregon University is committed to providing equal opportunity in its recruitment, admissions, educational programs, activities, and employment without discrimination on the basis of age, disability, national origin, race, color, marital status, religion, sex, or sexual orientation. Affirmative Action Officers: Dean of Students (Students): 541-552-6223; Associate Provost (Faculty): 541-552-6114; and Associate Vice President for Human Resources (Administrators and Classified Staff): 541-552-6511. Southern Oregon University, 1250 Siskiyou Blvd., Ashland, OR 97520. Campus information: 541-552-7672. Printed on recycled paper.



## Latino/a/x Programs Staff



Jonathan Chavez Baez  
Assistant Director  
for Latino/a/x Outreach & Support  
Hablo Español!  
541-552-6478  
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Monserrat Alegria  
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Genesis Beas  
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AmeriCorps Member  
541-552-6924  
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**SOU Latino/a/x Programs | 541-552-6478 & 541-552-6378 | [latinoprograms@sou.edu](mailto:latinoprograms@sou.edu)**

**[www.tinyurl.com/soulatino](http://www.tinyurl.com/soulatino)**



# KONAWAY NIKA TILlicum Native American Youth Academy A college preparation academy for students in grades 7-12 JULY 12-18, 2020



**SO Southern OREGON UNIVERSITY**  
 SOU Pre-College/Youth Programs  
 Outreach and Engagement  
 1250 Siskiyou Boulevard  
 Ashland, Oregon 97520  
 Tel 541-552-6452  
[inside.sou.edu/natam/konaway](https://inside.sou.edu/natam/konaway)

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Follow us on Facebook!

*"I learned a lot about college and it opened my eyes about what it means to be indigenous." —KONAWAY NIKA TILlicum STUDENT*



## Benefits of Attending Konaway Nika Tillicum

- Improve your academic success
- Identify with your heritage
- Meet other students in college and those striving toward college
- Learn what it's like to be on a college campus
- Develop leadership skills
- Enjoy community based learning

Many repeat Konaway students show an increase in their GPA of 1/2 to 1 point per year attended!



# KONAWAY NIKA TILLICUM

**Native American Youth Academy**  
A college preparation academy for students in grades 7-12  
JULY 12-18, 2020

*“Konaway helped me improve my social skills so I will be able to speak out more.”*  
—KONAWAY NIKA TILLICUM STUDENT

## The Konaway Nika Tillicum Program

Students arrive Sunday morning for check-in and orientation. Classes begin on Monday and continue through Friday. A student’s daily schedule includes classes plus special presentations. Students choose course offerings in humanities, mathematics, science, social studies, fine and performing arts, health/physical education and culture. After-class programs include supervised recreation, cultural and special events. Attending an Oregon Shakespeare Festival play is a highlight in the week.

## Who Should Apply?

To be considered for Konaway Nika Tillicum, students must show a personal commitment to attend, participate and have a minimum GPA of 2.5. Students must have completed grades 7 through 12. Students may be recommended for admission by parents, teachers, school personnel, tribal leaders or other knowledgeable adults. Students must also provide evidence of at least one of the following:

- leadership ability
- a special talent
- evidence of ability in fine or performing arts
- creative and productive thinking ability

## Junior Counselors

Junior Counselor positions are available for students who have completed their junior or senior years of high school. The Junior Counselor Program is designed for motivated and accomplished high school students who are interested in obtaining leadership experience, college preparation, and community service hours.

## How to Apply?

Our application process intentionally mirrors a college application process, to encourage students and families to begin thinking about college.

1. Complete online application including essay questions.
2. One letter of recommendation from a teacher, educator or community member.
3. Grade records for the current year need to be uploaded into application.

## What is the Deadline and When Will Students Be Notified?

We encourage students to complete and submit their applications early. Individual applications will not be reviewed until all documentation has been received.  
Application Deadline: May 8, 2020

## When Do Students Arrive?

All students arrive on campus Sunday at 12 noon for check-in and orientation. Meals begin with lunch Sunday.

## Tuition

Konaway is a completely self-supported program, generating funds each year through grants, donations, and fundraisers. We attempt to provide scholarships for all of our students. Each household is required to pay \$75.00 upon student acceptance, which will reserve their spot in the academy.

## How Do I Pay Tuition?

Tuition Fee is due when the student is notified of acceptance. We accept checks, cash and online payments by VISA or MasterCard.



## For Questions About the Application, Tuition Assistance, or General Information, contact:

**Konaway 2020**  
SOU Pre-College Youth Programs  
Outreach and Engagement  
1250 Siskiyou Boulevard • Ashland, Oregon 97520  
541-552-6452 • [inside.sou.edu/natam/konaway](mailto:inside.sou.edu/natam/konaway)  
[youthprograms@sou.edu](mailto:youthprograms@sou.edu)



## Konaway Nika Tillicum

Konaway Nika Tillicum, which means “All My Relations” in Chinook Trade Jargon, is a 7-day residential academy exploring a broad range of classes, lectures, cultural experiences and recreational activities for Native American students who have completed grades 7 through 12. Returning students who have completed grades 11 or 12 may apply to be Junior Counselors. Students selected for Konaway will stay on the Southern Oregon University campus in Ashland and will interact with other Native American students. Konaway is led by creative and experienced instructors and leaders in the Native American community, under the direction of Brent Florendo, SOU Native Nations Liaison / Admissions Counselor.

| KONAWAY NIKA TILLICUM SAMPLE CALENDAR                             |                                                                                                                                                          |                      |                      |                                                    |                                                                     |                                                                          |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|----------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------|
| SUNDAY                                                            | MONDAY                                                                                                                                                   | TUESDAY              | WEDNESDAY            | THURSDAY                                           | FRIDAY                                                              | SATURDAY                                                                 |
|                                                                   | 7:00 BREAKFAST                                                                                                                                           |                      |                      |                                                    |                                                                     |                                                                          |
|                                                                   | 7:50 MORNING ANNOUNCEMENTS                                                                                                                               |                      |                      |                                                    |                                                                     |                                                                          |
|                                                                   | Class Period 1 8:10 - 9:20<br>SAMPLE OF CLASSES TO CHOOSE FROM: Nurses Rock! History of the Nez Perce, Activism                                          |                      |                      |                                                    | Prep for “Dancing on the Bricks” at the Oregon Shakespeare Festival | 8:00 Students Complete Evaluations and Clean Rooms                       |
|                                                                   | Class Period 2 9:30 - 11:20<br>SAMPLE OF CLASSES TO CHOOSE FROM: Native Studies, College Prep, Mindfulness, Math                                         |                      |                      |                                                    | Dancing on the Bricks                                               | 11: 00-1:00 CLOSING CEREMONY (Students Check Ou Before Closing Ceremony) |
| 12:00 CHECK-IN                                                    | CAFETERIA OPEN FOR LUNCH                                                                                                                                 |                      |                      |                                                    |                                                                     |                                                                          |
| 1:30 Living Group Meetings                                        | Class Period 3 12:45 - 2:05<br>SAMPLE OF CLASSES TO CHOOSE FROM: Intergenerational Continuanace, Native Studies, , Relational Reality and Decolonization |                      |                      |                                                    |                                                                     |                                                                          |
| 2:00 Group Activities                                             |                                                                                                                                                          |                      |                      |                                                    |                                                                     |                                                                          |
|                                                                   | Class Period 4 2:15 - 3:35<br>SAMPLE OF CLASSES TO CHOOSE FROM: Mindfulness, Intergenerational Continuanace, Linguistics, Writing                        |                      |                      |                                                    |                                                                     |                                                                          |
|                                                                   | Class Period 5 3:45-5:15<br>SAMPLE OF CLASSES TO CHOOSE FROM: Rapping, Theatre, Rock Your Mocs                                                           |                      |                      |                                                    |                                                                     |                                                                          |
|                                                                   |                                                                                                                                                          |                      |                      | Oregon Shakespeare Festival Prologue               |                                                                     |                                                                          |
| D I N N E R   B E F O R E   T H E   E V E N I N G   P R O G R A M |                                                                                                                                                          |                      |                      |                                                    |                                                                     |                                                                          |
| 6:45 LIVING GROUP MEETING                                         |                                                                                                                                                          |                      |                      |                                                    |                                                                     |                                                                          |
| 7:00 Group Photos                                                 | 7:00 Longhouse Night                                                                                                                                     | 7:00 Longhouse Night | 7:00 Longhouse Night | A Night at the Theatre Oregon Shakespeare Festival | 7:00 Longhouse Night                                                |                                                                          |
| 7:45 Longhouse Night                                              |                                                                                                                                                          |                      |                      |                                                    |                                                                     |                                                                          |
| 9 : 3 0                                                           | S T U D E N T S                                                                                                                                          | I N                  | R O O M S            | /                                                  | 1 0 : 0 0                                                           | L I G H T S   O U T                                                      |

# Summer Better Than Others



**SO** | Southern OREGON  
**U** | UNIVERSITY

**2020 PRE-COLLEGE YOUTH PROGRAMS**  
**INSIDE.SOU.EDU/YOUTH • 541-552-6452**





| JUNE 15-19                                  | AGES     | CLASS TIMES (M-F)       | TUITION           |
|---------------------------------------------|----------|-------------------------|-------------------|
| Taster’s Kitchen                            | 6 to 8   | 9 am to Noon            | \$159 (+\$20 fee) |
| Ultimate Golf & FootGolf Experience         | 8 to 10  | 9 am to Noon            | \$159 (+\$40 fee) |
| All Aboard Rowing                           | 8 to 10  | 9:30 to Noon            | \$159 (+\$40 fee) |
| Wearable Designs Studio                     | 9 to 11  | 9 am to Noon            | \$159 (+\$15 fee) |
| Farm-to-Table Kitchen                       | 9 to 11  | 1 pm to 3 pm            | \$129 (+\$15 fee) |
| Graphic Design Workshop                     | 10 to 13 | 9 am to 11 am           | \$129             |
| Now Heat This! Baking from Scratch          | 10 to 13 | 9 am to 2 pm            | \$279 (+\$25 fee) |
| Cycle Power                                 | 10 to 14 | 9 am to Noon            | \$159             |
| Ultimate Golf & FootGolf Experience         | 11 to 14 | 9 am to Noon            | \$159 (+\$40 fee) |
| Ready All Row                               | 11 to 14 | 9:30 to Noon            | \$159 (+\$40 fee) |
| Taking the Shot! Photography for Teens      | 11 to 14 | 1 pm to 3 pm            | \$129             |
| JUNE 22-26                                  | AGES     | CLASS TIMES (M-F)       | TUITION           |
| LEGO Build and Code Engineers               | 6 to 8   | 9 am to Noon            | \$159             |
| FootGolf Fun!                               | 8 to 10  | 9 am to 11 am           | \$129 (+\$30 fee) |
| Now Heat This! Baking from Scratch          | 9 to 11  | 9 am to 2pm             | \$279 (+\$25 fee) |
| Taking the Shot! Photography for Teens      | 10 to 13 | 1 pm to 3 pm            | \$129             |
| Tee Up! Golf                                | 10 to 14 | 9 am to 11 am           | \$129 (+\$30 fee) |
| Bike Tech Bootcamp                          | 10 to 14 | 9 am to 11 am           | \$129 (+\$15 fee) |
| JULY 6-10                                   | AGES     | CLASS TIMES (M-F)       | TUITION           |
| Wizard’s Lab                                | 6 to 8   | 9 am to Noon            | \$159 (+\$20 fee) |
| Take Aim, Climb High! Climbing & 4D Archery | 8 to 10  | 9 am to Noon            | \$159 (+\$40 fee) |
| All Aboard Rowing                           | 8 to 10  | 9:30 am to Noon         | \$159 (+\$40 fee) |
| Digital Animation Creation Studio           | 9 to 11  | 9 am to 3 pm            | \$279             |
| Neverland Adventure + OSF play              | 9 to 12  | 9 am to 3 pm (4 pm Fri) | 56279 (+\$15 fee) |

|                                             |          |                 |                   |
|---------------------------------------------|----------|-----------------|-------------------|
| Take Aim, Climb High! Climbing & 4D Archery | 10 to 13 | Noon to 3 pm    | \$159 (+\$40 fee) |
| Stop Motion Animation Studio                | 10 to 13 | 1 pm to 3 pm    | \$129 (+\$15 fee) |
| Foundations in Fencing                      | 10 to 14 | 9 am to 11 am   | \$129             |
| Culinary Creations: Keys to the Kitchen     | 10 to 14 | 9 am to 2pm     | \$279 (+\$25 fee) |
| Ready All Row                               | 11 to 14 | 9:30 am to Noon | \$159 (+\$40 fee) |
| Graphic Design Workshop                     | 11 to 14 | 1 pm to 3 pm    | \$129             |

| JULY 13-17                                | AGES     | CLASS TIMES (M-F) | TUITION           |
|-------------------------------------------|----------|-------------------|-------------------|
| Fantastic Farm-to-Fork Adventure          | 6 to 8   | 9 am to Noon      | \$159 (+\$20 fee) |
| Rock the Wall Climbing                    | 8 to 10  | 9 am to 11 am     | \$129 (+\$35 fee) |
| Emaginative Coding                        | 9 to 11  | 9 am to 11 am     | \$129             |
| Painters’ Studio                          | 9 to 11  | 9 am to Noon      | \$159 (+\$15 fee) |
| Ultimate Chess Strategies and Tactics     | 9 to 11  | 1 pm to 3 pm      | \$129             |
| Digital Animation Creation Studio         | 10 to 13 | 9 am to 3 pm      | \$279             |
| Rock the Wall Climbing                    | 10 to 13 | 1 pm to 3 pm      | \$129 (+\$35 fee) |
| Off the Eaten Path: A Culinary Experience | 10 to 14 | 9 am to 2 pm      | \$279 (+\$25 fee) |
| Video Visual FX Lab                       | 11 to 14 | 9 am to 3 pm      | \$279             |
| Python Coding Bootcamp                    | 11 to 14 | 1 pm to 3 pm      | \$129             |

| JULY 20-24                                  | AGES     | CLASS TIMES (M-F) | TUITION           |
|---------------------------------------------|----------|-------------------|-------------------|
| Stellar Crafts Lab                          | 6 to 8   | 9 am to 12 Noon   | \$159 (+\$15 fee) |
| Minecraft World Builders                    | 8 to 10  | 9 am to 11 am     | \$129             |
| Take Aim, Climb High! Climbing & 4D Archery | 8 to 10  | 9 am to Noon      | \$159 (+\$40 fee) |
| Draw Your World                             | 9 to 11  | 9 am to Noon      | \$159 (+\$10 fee) |
| Captivating Comics and Graphic Novels       | 9 to 11  | 1 pm to 3 pm      | \$129 (+\$10 fee) |
| STEMGirls Coding Launchpad                  | 9 to 11  | 1 pm to 3 pm      | \$129             |
| LEGO Robot Rumble EV3                       | 10 to 13 | 9 am to Noon      | \$159             |
| Premiere Video Production                   | 10 to 13 | 9 am to 3 pm      | \$279 (+\$15 fee) |
| Rock the Wall Climbing                      | 10 to 13 | 1 pm to 3 pm      | \$129 (+35 fee)   |
| Minecraft Redstone Engineers                | 10 to 13 | 1 pm to 3 pm      | \$129             |
| Drawing the Figure                          | 12 to 14 | 1 pm to 3 pm      | \$129 (+\$10 fee) |

| JULY 27-31                   | AGES     | CLASS TIMES (M-F) | TUITION           |
|------------------------------|----------|-------------------|-------------------|
| Spectacular Storytelling     | 6 to 8   | 9 am to Noon      | \$159             |
| Emaginative Coding           | 8 to 10  | 9 am to 11 am     | \$129             |
| Painters’ Studio             | 9 to 11  | 9 am to Noon      | \$159 (+\$15 fee) |
| Minecraft Redstone Engineers | 10 to 13 | 9 am to 11 am     | \$129             |





"I would definitely recommend ACADEMY to a friend because for the past three years it has been the closest I felt to being myself, and the bonds you make here begin in two minutes and last forever."

—ACADEMY STUDENT 2019

**ACADEMY 2020**

SOU Pre-College/Youth Programs

Outreach and Engagement

1250 Siskiyou Boulevard

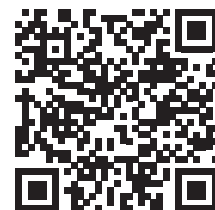
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Tel 541-552-6452

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Pre-College Youth Programs

**Southern OREGON UNIVERSITY**

**ACADEMY 2020**  
How will you make your mark?

CELEBRATING 40 YEARS!

**Legacy**



**ACADEMY 2020**  
**Legacy**

"The most meaningful part of my ACADEMY experience was the confidence I gained in my own abilities and the people I met while I was there. Years after attending I was still finding connections with people I met at ACADEMY."

—ACADEMY STUDENT 1999-2001

**ACADEMY** is a week-long experience in which talented and highly able students completing grades five through eight explore a broad range of courses, workshops, cultural experiences, and recreational activities.

Entering its fortieth year of operation, the SOU summer ACADEMY program has long been recognized as an outstanding educational opportunity for students. Students selected for each residential session live on the Southern Oregon University campus in Ashland and interact with peers of similar abilities—all while being challenged by engaging, imaginative classes.

#### MESSAGE FROM THE DIRECTOR

**ACADEMY** has held a special place in the hearts and minds of students and parents for four decades.

Celebrating that milestone is a great chance to think about **Legacy**. What can we learn from people who come before us? What inspiration can we find? Exploring these ideas, this summer's session will celebrate alumni and key moments of ACADEMY history. We'll bring back some classic workshop experiences and test your puzzle-solving skills, as you go on scavenger hunts to learn about ACADEMY alumni and their legacies.

You'll also have the chance to think about your own **Legacy**. How do you make your own mark? In what ways do you want to change the world?

Come join us for a thought-provoking summer. You'll be challenged and inspired as you connect with fellow students through this engaging week of connection and recollection.

See you at **ACADEMY**!

—STEVE ROBY, ACADEMY DIRECTOR



#### Benefits of Attending

Each summer, more than 200 talented and highly able elementary and middle school students attend this pre-college program to:

- ▲ get a taste of college life on the beautiful SOU campus
- ▲ make new friends
- ▲ experience the college admissions process
- ▲ participate in creative, hands-on, fast-paced classes and workshops
- ▲ receive individual attention in small class groups from highly qualified instructors
- ▲ experience close supervision and mentoring by successful college students

#### Special Features

We make **ACADEMY** even more fun and exciting by offering:

- ▲ stimulating academic courses
- ▲ spirited social activities
- ▲ recreational team-building experiences
- ▲ the opportunity to attend a theatrical production at the Oregon Shakespeare Festival
- ▲ junior counselor leadership program for students in grades 10, 11 or 12 during the 2019-20 school year

Celebrating  
**40**  
years of  
excellence!





The ACADEMY Program

The daily schedule includes four one-hour classes, plus special presentations and activities built around the theme. ACADEMY students will select course offerings from humanities, mathematics, science, social studies, and fine and performing arts. Programs and activities provide supervised recreation as well as academic challenges. One of the week’s highlights is an evening production at the Oregon Shakespeare Festival. Administrative and residential staff carefully supervise the twelve-person living groups. Students develop close friendships with fellow students from around the country.

ACADEMY concludes with a closing ceremony for students and their families at 10:30 am on Saturday.

Who Should Apply?

We invite all students completing grades 5 through 8 to apply if they can demonstrate they have the equivalent of a minimum GPA of 3.4. Parents, teachers, or other knowledgeable adults may recommend this program to students who would benefit from ACADEMY. If you have questions about admission, please call us at 541.552.6452.

Junior Counselors

Junior Counselor positions are available for students who have completed their sophomore, junior, or senior years of high school. The Junior Counselor Program is designed for motivated and accomplished high school students who are interested in obtaining leadership experience, college preparation, and community service hours. Visit [inside.sou.edu/youth](https://inside.sou.edu/youth) to apply.

Criteria

ACADEMY is designed for highly motivated youth who love to learn. Generally, ACADEMY students exhibit the ability to quickly explore topics in great depth and often exceed performance standards.

Our application process intentionally mirrors a college application process, to encourage parents and students to begin thinking about college. Applications should be completed online and must include:

- 1. a completed application form
- 2. most recent Smarter Balanced scores or other applicable student assessment test results (not required for returning ACADEMY students). Contact your student’s teacher or school for these scores. Applicants participating in academic programs that do not administer student assessment tests (e.g. international students, Waldorf) will be contacted by our reviewers for additional information as needed.
- 3. most current official report card
- 4. two confidential recommendations (including at least one from a current classroom teacher or principal. Recommenders will be sent a link to an online recommendation form once their name and contact information is input into your student’s application form. Only one confidential recommendation from a current classroom teacher or principal is required for returning ACADEMY students)
- 5. a typed student statement of 450 to 500 words.

**New students:** Describe things you have done to enrich your life. You may include information about special interests, leadership, activities and awards. What makes you a good fit for ACADEMY?

**Returning students:** What does Legacy mean to you? How do you want to leave your mark?

*“ACADEMY gave my kids an early, no-pressure introduction to some of the best aspects of college life. Best of all, they have fun while learning!” — ACADEMY PARENT*

*“I really enjoyed the wide variety of classes offered at ACADEMY. The instructors were amazing and the counselors were very welcoming.” — LINDSEY STOUT, TEACHER AND ACADEMY ALUM, 1999*

What is the Deadline and When Will Students Be Notified?

Because of the popularity of ACADEMY, we encourage students to complete and submit their applications early. Individual applications will not be reviewed until all documentation has been received.

Priority Application Deadline: April 15

General Application Deadline: April 30

Tuition Assistance Award Notifications after June 1

No applications accepted after May 29

Applications received after April 30 will be added to our waitlist and reviewed as space becomes available. We will notify successful applicants beginning in early spring. Apply online at [inside.sou.edu/youth/academy/apply.html](https://inside.sou.edu/youth/academy/apply.html)

When Do Students Arrive?

JUNE 21–27, 2020

Session I: Students completing grades 5 and 6

Session II: Students completing grades 7 and 8

Students arrive Sunday evening for check-in and orientation and classes run Monday through Friday. There are two concurrent sessions with separate programs based on grade level. All students should arrive on campus Sunday evening, June 21, between 6–7 pm, for registration and orientation. Meals begin with breakfast on Monday morning, so students must make their own arrangements for Sunday (June 21) dinner. Departure is Saturday morning, June 27.

Should My Child Request A Roommate?

One of the best things about ACADEMY is the new and lasting friendships students make during their week on campus. Although we do accept roommate requests, we also encourage your child to meet new people. If your child wishes to request a roommate, we need to have the request in writing on the applications from both students. Both students must request each other for a match to be considered.

Fees

Student Tuition: \$925

Junior Counselor Tuition: \$675

Returning Discount: \$25 (returning student)

Sibling Discount: \$25 (first sibling pays regular price, subsequent siblings get \$25 sibling discount)

Fees cover all costs for tuition, activities, housing, meals, and supervision. Note: Tuition payment is not required until notification of acceptance.

How Do I Pay the Tuition?

Tuition is due when the student is notified of acceptance. We accept checks and online payments by VISA or MasterCard.

Tuition Assistance

A limited number of partial tuition assistance awards are available. To be eligible, students must be accepted to ACADEMY and apply for assistance. Students will be notified of assistance awards after June 1.

For Questions About the Application, Tuition Assistance, or General Information, contact:

ACADEMY 2020  
SOU Pre-College Youth Programs  
Outreach and Engagement  
1250 Siskiyou Boulevard • Ashland, Oregon 97520  
541-552-6452 • [inside.sou.edu/youth/academy](https://inside.sou.edu/youth/academy)  
[youthprograms@sou.edu](mailto:youthprograms@sou.edu)

ANSWERS TO QUESTIONS ABOUT ACADEMY



How do I know if ACADEMY is appropriate for my child?

ACADEMY is an enrichment program for students who can benefit from opportunities beyond the standard school curriculum. When evaluating student applications, we focus on whether the program will be a positive experience for each student. If you feel your child is a candidate for ACADEMY but are not sure, ask their teacher, or give us a call at 541-552-6452.

How is tuition assistance determined?

Any student who has been accepted is eligible for ACADEMY tuition assistance on the basis of demonstrated financial need. Tuition assistance requests are available as part of the online application. Awards are made on a first-come, first-served basis. Because assistance funds for ACADEMY are limited, we ask that schools and parent groups explore possible sources of scholarship aid in their local areas.

Where do the fees go?

ACADEMY is a self-supporting program funded through student tuition. The fees cover tuition, supervision, lodging, meals, and activities.

What happens if an accepted student is unable to attend ACADEMY?

Please notify us as soon as possible if your student is unable to attend, so we can notify a student on the waiting list. There is a \$50 cancellation fee.

What are living groups?

Students are supervised in 12-person living groups. Your Living Group Counselor will become a very important person to your child. The counselors are college students who have experience in youth programs and counseling. They’ve been selected for their leadership skills and enthusiasm for working with young people. Parents are encouraged to meet with their child’s counselor during the check-in time to ask questions and share information and concerns.

What about food?

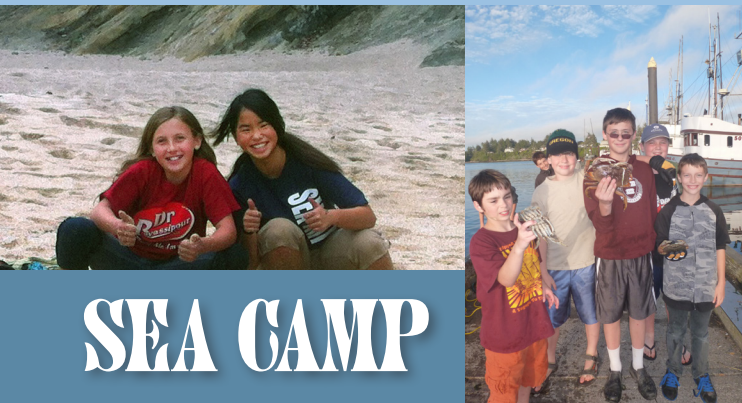
All meals will be served in The Hawk, part of the SOU residence hall complex. Students select from a wide variety of nutritious and well-balanced foods. A vegetarian option is always available.

Affirmative Action Statement: Southern Oregon University is committed to providing equal opportunity in its recruitment, admissions, educational programs, activities, and employment without discrimination on the basis of age, disability, national origin, race, color, marital status, religion, sex, or sexual orientation. Affirmative Action Officers: Dean of Students (Students): 541-552-6223; Associate Provost (Faculty): 541-552-6114; and Associate Vice President for Human Resources (Administrators and Classified Staff): 541-552-6511. Southern Oregon University, 1250 Siskiyou Blvd., Ashland, OR 97520. Campus information: 541-552-7672. Printed on recycled paper.

SAMPLE ACADEMY CALENDAR

| SUNDAY                                                                                        | MONDAY                                                                                                            | TUESDAY                                                                                                                                                            | WEDNESDAY                                                        | THURSDAY                                           | FRIDAY                                                             | SATURDAY                                                                        |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------|
|                                                                                               | 7:00 am<br>8:00 am                                                                                                | CAFETERIA OPENS FOR BREAKFAST<br>MORNING ANNOUNCEMENTS                                                                                                             |                                                                  |                                                    |                                                                    |                                                                                 |
|                                                                                               | PERIOD 1<br>8:15–9:15 am                                                                                          | SAMPLE OF CLASSES TO CHOOSE FROM: Art and Culture of Japan, Zap! Circuits and more, Forensic Science, Cartooning, The 21st Century Cobbler, and Physics Phenomenon |                                                                  |                                                    |                                                                    | Students complete evaluations and clean rooms: 8:15–10:00 am                    |
|                                                                                               | PERIOD 2<br>9:30–10:30 am                                                                                         | SAMPLE OF CLASSES TO CHOOSE FROM: Write on the Wild Side; Mousetrap Engineering; Checkmate!; Monster Anatomy; Wildlife Illustration; Seriously Shakespeare         |                                                                  |                                                    |                                                                    | ACADEMY Closing Ceremony: 10:30 am (students check out before closing ceremony) |
|                                                                                               | PERIOD 3<br>10:45–11:45 am                                                                                        | SAMPLE OF CLASSES TO CHOOSE FROM: Hydro-Robotics; The Political Apprentice; Expeditions in Photography; Order in the Court; Theatrical Combat; JC Leadership Class |                                                                  |                                                    |                                                                    |                                                                                 |
|                                                                                               | 11:45–12:45 pm                                                                                                    | CAFETERIA OPEN FOR LUNCH                                                                                                                                           |                                                                  |                                                    |                                                                    |                                                                                 |
|                                                                                               | PERIOD 4<br>1:00–2:00 pm                                                                                          | SAMPLE OF CLASSES TO CHOOSE FROM: Wild Web Site Design; Fantastic Fencing; Monoprint Masterpieces; Just Dance; Introduction to Video Game Design                   |                                                                  |                                                    |                                                                    |                                                                                 |
|                                                                                               | 2:15 pm<br>Group Pictures                                                                                         | 2:30 pm<br>Workshops                                                                                                                                               | 2:15 pm<br>Recreation<br>Fun for Everyone                        | 2:30 pm<br>Workshops                               | 2:30 pm<br>Recreation                                              |                                                                                 |
|                                                                                               | 2:30 pm<br>Recreation<br>Fun in the Sun                                                                           |                                                                                                                                                                    |                                                                  |                                                    |                                                                    |                                                                                 |
|                                                                                               | D I N N E R   B E F O R E   T H E   E V E N I N G   P R O G R A M                                                 |                                                                                                                                                                    |                                                                  |                                                    |                                                                    |                                                                                 |
| 6:00–7:00 pm<br>Check-in<br>7:30 pm<br>Living Group Meeting<br>8:00 pm<br>Student Orientation | 7:30 pm<br>Introduction to ACADEMY                                                                                | 7:15 pm<br>Recreation<br>Cool at the Pool                                                                                                                          | 7:30 pm<br>A Night at the Theatre<br>Oregon Shakespeare Festival | 7:15 pm<br>Brain Bowl<br>Team Academic Competition | 7:15 pm<br>Brain Bowl Finals<br>Friday Finale<br>Entertainment Fun |                                                                                 |
|                                                                                               | A L L   W E E K :   9 : 3 0   P M   S T U D E N T S   I N   R O O M S   /   1 0 : 0 0   P M   L I G H T S   O U T |                                                                                                                                                                    |                                                                  |                                                    |                                                                    |                                                                                 |





# SEA CAMP

## Application Deadline

Registrations are accepted on a first come, first served basis.

## Fees

The cost of this program includes housing, travel, meals, field equipment, laboratory supplies, field trips, and class materials.

Please check our website for current information regarding the cost of this program.

## Financial Aid

A limited number of partial tuition assistance awards are available based on financial need. Contact SOU Pre-College & Youth Programs to find out about the availability.

A tuition assistance application is available on our website.

## Registration and information

Southern Oregon University  
Pre-College Youth Programs  
1250 Siskiyou Boulevard  
Ashland, Oregon 97520

541-552-6452

Visit our website at [inside.sou.edu/you](http://inside.sou.edu/you)



Pre-College and Youth Programs  
1250 Siskiyou Boulevard  
Ashland, Oregon 97520

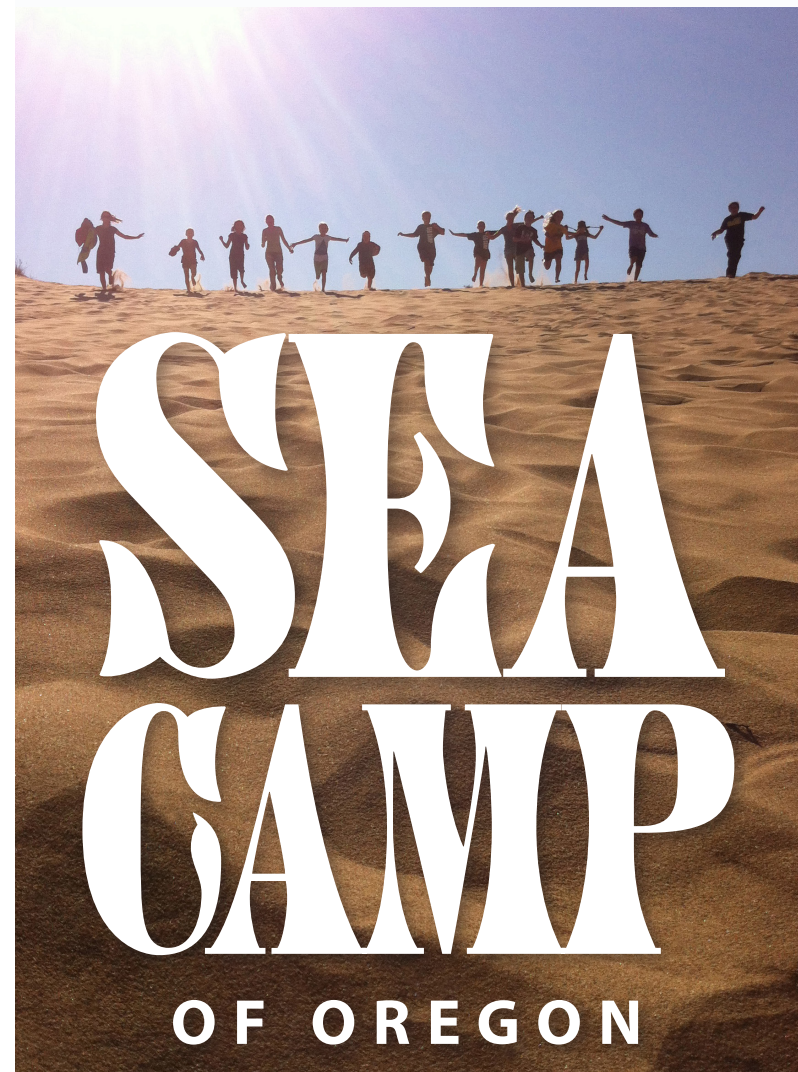


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SOUTHERN OREGON  
UNIVERSITY



PRE-COLLEGE AND YOUTH PROGRAMS



For grades 4-8  
[inside.sou.edu/youth/seacamp](http://inside.sou.edu/youth/seacamp)

Affirmative Action Statement: Southern Oregon University is committed to providing equal opportunity in its recruitment, admissions, educational programs, activities, and employment without discrimination on the basis of age, disability, national origin, race, color, marital status, religion, sex, or sexual orientation. Affirmative Action Officers: Dean of Students (Students): 541-552-6223; Associate Provost (Faculty): 541-552-6114; and Associate Vice President for Human Resources (Administrators and Classified Staff): 541-552-6511. Southern Oregon University, 1250 Siskiyou Blvd., Ashland, OR 97520. Campus information: 541-552-7672. Printed on recycled paper.



# SEA CAMP OF OREGON



**SEA CAMP of Oregon** was first established in 1996 with the goal of offering children a hands-on experience in marine biology and science.

Southern Oregon University Pre-College Youth Programs and the Oregon Institute of Marine Biology (OIMB) have worked together to create an environment where students can experience and explore the wonders of our oceans and coastlines.

SEA CAMP of Oregon, for children grades 4-8, is a residential camp held at the Oregon coast in the town of Charleston just south of Coos Bay.

Students meet at Southern Oregon University where they board the SEA Camp vans and travel to the coast. They then spend the next three days hiking, observing marine animals, tide pooling and taking classes in marine biology.

## The SEA Camp curriculum is hands-on, featuring classes and activities in marine biology, including:

- Crabbing
- Laboratory classes with sharks, bony fishes, mammals, birds, invertebrates, and more.
- Charleston Marine Life Center activities
- Tide pooling at Sunset Bay
- Seal and sea lion viewing
- Bird watching
- Marine biology videos and slides
- Visits to Shore Acres Botanical Gardens and Beach
- Beach campfire and games
- Crabbing
- Hiking at Cape Arago
- Tour of the South Slough Estuary

## SEA Camp Faculty

A highly qualified team of teachers and instructors will lead this year's SEA Camp. This includes teaching instructors from the Oregon Institute of Marine Biology, Park Rangers and Educational Naturalists who have many years of experience in the field of Marine Biology.

## Residential Facilities

Camp participants live in the dorms and use the dining hall at the Oregon Institute of Marine Biology. OIMB also provides use of their classroom and laboratory facilities for exciting classes and guest presentations.

Visit [inside.sou.edu/youth/seacamp](https://inside.sou.edu/youth/seacamp) for this year's dates and application information.





# Overview of Student Health and Wellness and Mental Health Services

## **Information on the mental health of SOU's students served by SHWC:**

SHWC supports a high number of students who present with persistent suicidal ideation that has often started in late childhood/early adolescence, with one or more suicide attempts, and with self-harm behaviors. Additionally, we serve a high number of neuro-diverse students that present with a history and current intrusive thoughts of harm to self and/or others.

~Veteran Students who are presenting with ongoing suicidal ideation, depression, mania/hypomania, complex combat trauma histories, traumatic brain injuries, substance abuse, eating disorder and body image issues, that are often layered with childhood traumas of physical, emotional, and psychological abuse. Veteran students who have incurred severe physical and psychological disabilities while on deployment in the military and face significant challenges with getting their ongoing multiple needs met through the VA, display remarkable resilience in the face of tremendous barriers, and although may struggle with cognitive and executive functioning capacities, as well as other mental health and physical challenges, they continue to persevere in college to earn degrees with a purpose and passion for their future. Veteran students who present with transitioning out of active duty to college environment and facing re-integration issues, marital discord, and difficulty developing peer and close relationships outside of set military "family" connections.

~Students presenting with Gender Identity Dysphoria, coming from family of origins and childhood backgrounds where it has not felt safe to explore their gender identities, and feel they are living in bodies that do not affirm who they know themselves to be authentically which has often overlapped with severe depression, suicidal ideation, emotion dysregulation, and self-harm behaviors.

~Students who are experiencing their first manic or hypomanic episode where they are demonstrating significant sleep disturbances, engaging in impulsive and often reckless behaviors, sometimes reporting experiences of delusions and de-realization, significant increase in anxiety, and peers telling them that their irritable 'outbursts' with them are often and disruptive.

~Students who are sharing obsessive compulsive thoughts and behaviors with someone for the first time because they have held much fear, shame, and anxiety about sharing the truth of what they have been thinking and the behaviors they have been engaging in given the common themes of Obsessive Compulsive Disorder.

~Students with severe depressive episodes that have been debilitating to the student isolating them from friends, family, and school activities. Adding substance abuse to the student's daily life as well as their fears/anxieties connected to how others may accept or reject them with exploration of their sexual identities.

# Supporting Mental Health

# Development of the Whole Student

- Hierarchy of Needs
- Theory of Challenge and Support
- Seven Vectors of Student Development
- Theory of Self-Authorship

Maslow, Sanford, Chickering, & Baxter-Magold

# SOU Cares

- Transitions and change
- Challenges held with the right supports
- Development of resilience
- Development of autonomy and connection
- Development of identity and competence
- Development of responsibility and engagement

# Ethos of Care

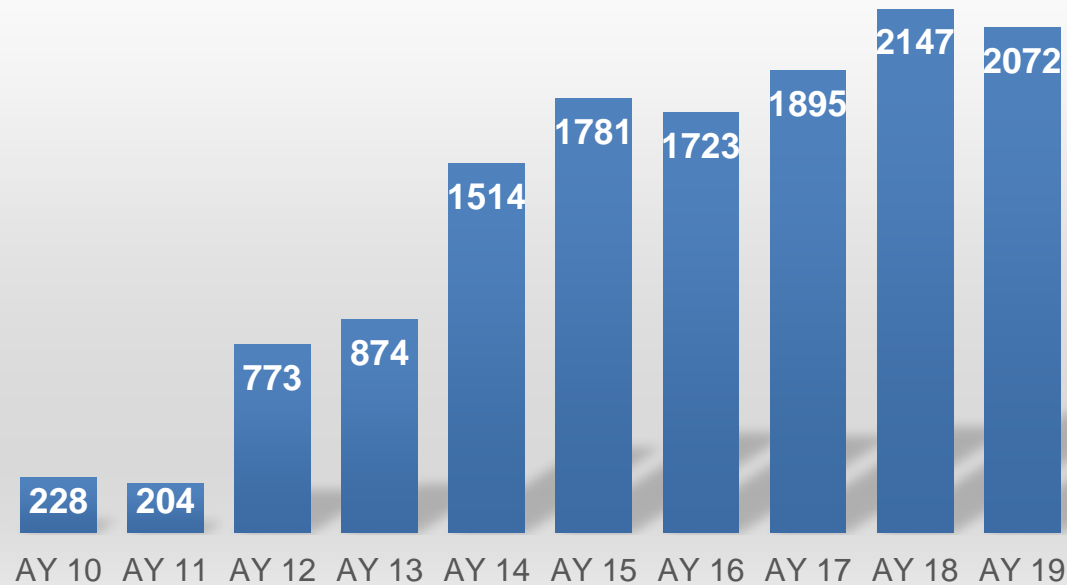
- SOU Cares – A decade of support.
- Faculty, staff and students refer to support services
- Students decide if and how to engage

# Many Access Points



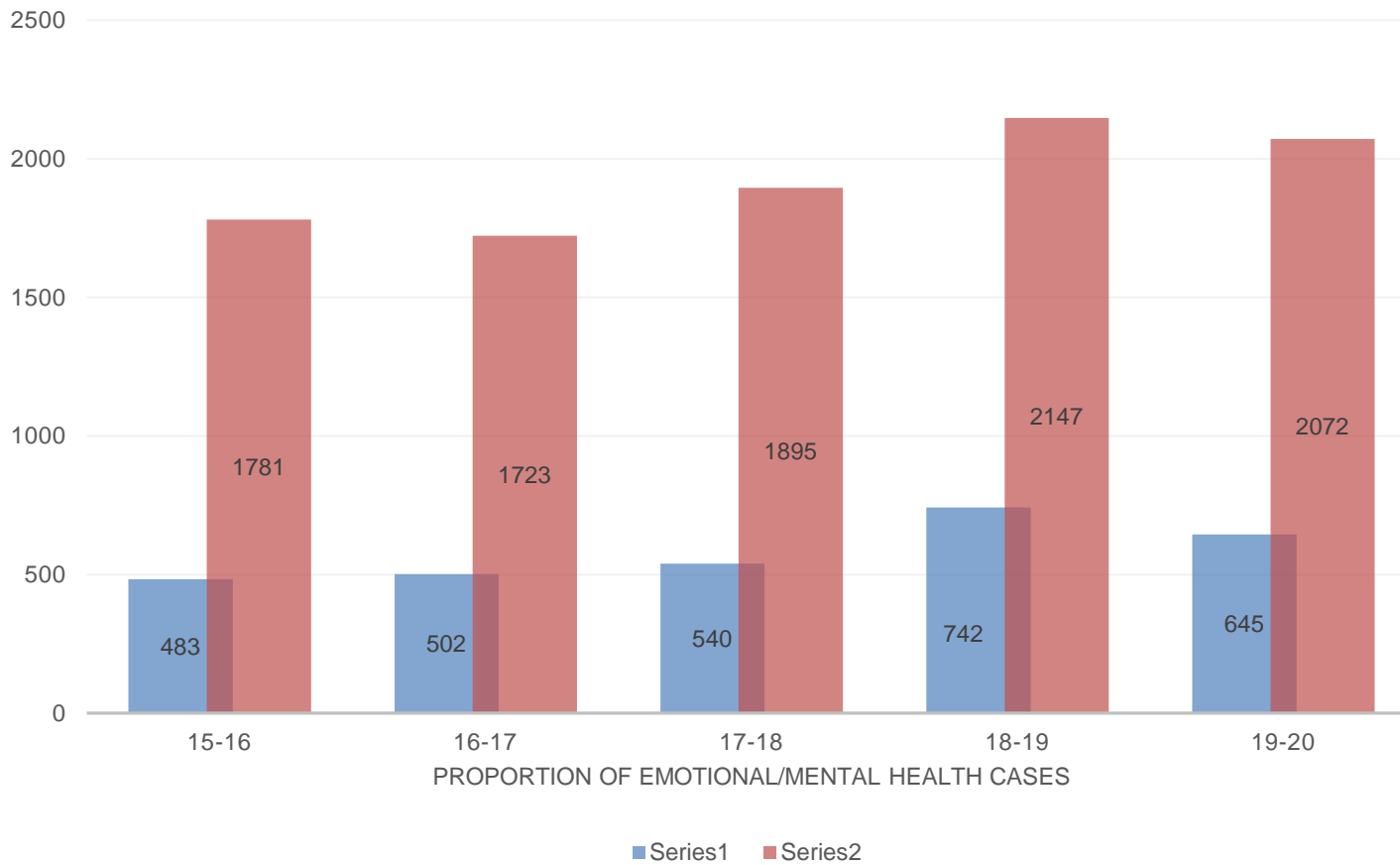


## Cares Reports



AY 19-20 data through 06/07/20

## Emotional/Mental Health Cares Reports

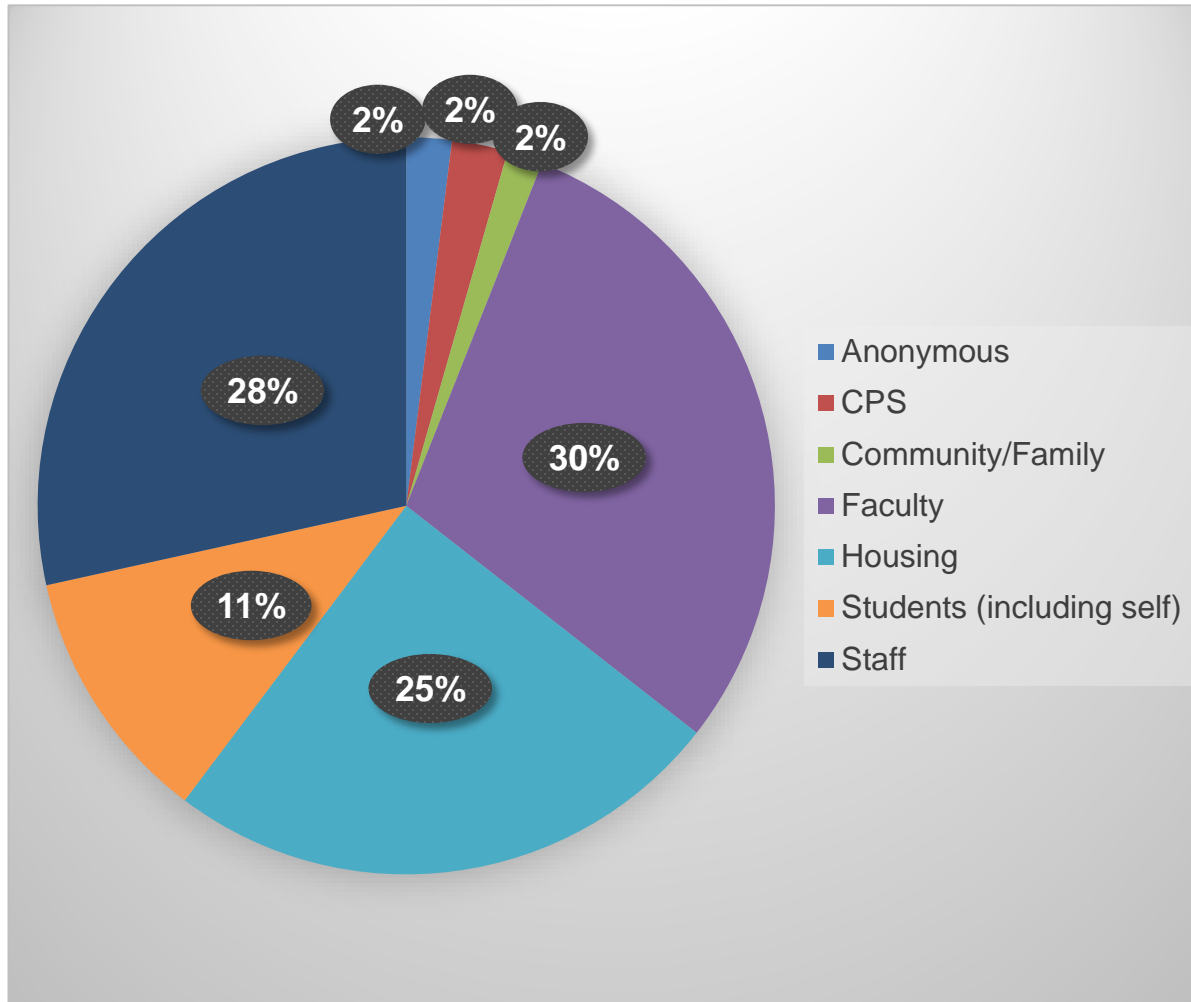


# Case Managers

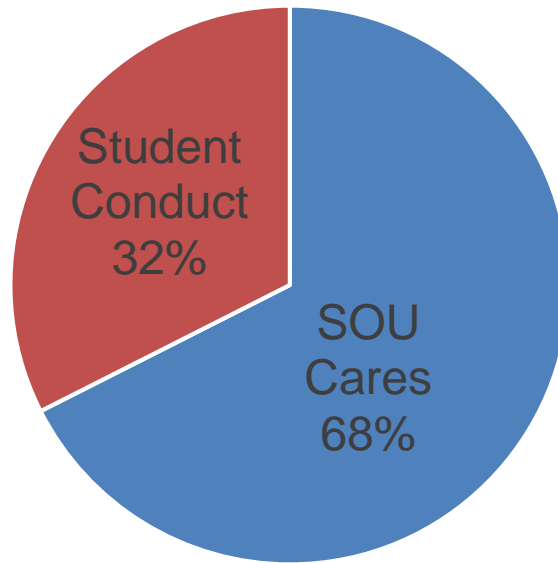
An approach that works

- Support the whole student
- Build support plan
- Employ pragmatic approaches
- Requests for academic accommodation
- Link to resources (on and off campus)

# Reporting Party By Category 2019-20



## Types of Cases



# Common Conduct Concerns

- Academic Misconduct
- Alcohol related violations
- Drug related violations
- Noise
- Violations of law

# Most Common Conduct Sanctions

- Residence Hall Warning (117)
- Educational Conversation (79)
- University Warning (25)
- Case Management or Mandatory Meeting (19)
- Reflection/Research Paper (15)

# Student Health and Wellness Center



# SHWC Services

- Medical services
  - Routine, chronic, urgent, labs, medication
  - Part-time: Physician, 2 FNPs, 3 Nurses, Lab Technician
  - Full time Medical Assistant
- Health Promotions & Prevention
- CORE (Community Of Recovery in Education at SOU) program – meets weekly to support students in recovery from drugs & alcohol

# SHWC Services

- Mental Health
  - Short term therapy
  - Urgent appointments
  - Psychiatric MHNP
  - Many staff transitions this academic year

# Health Center Data

## AY 2019-20

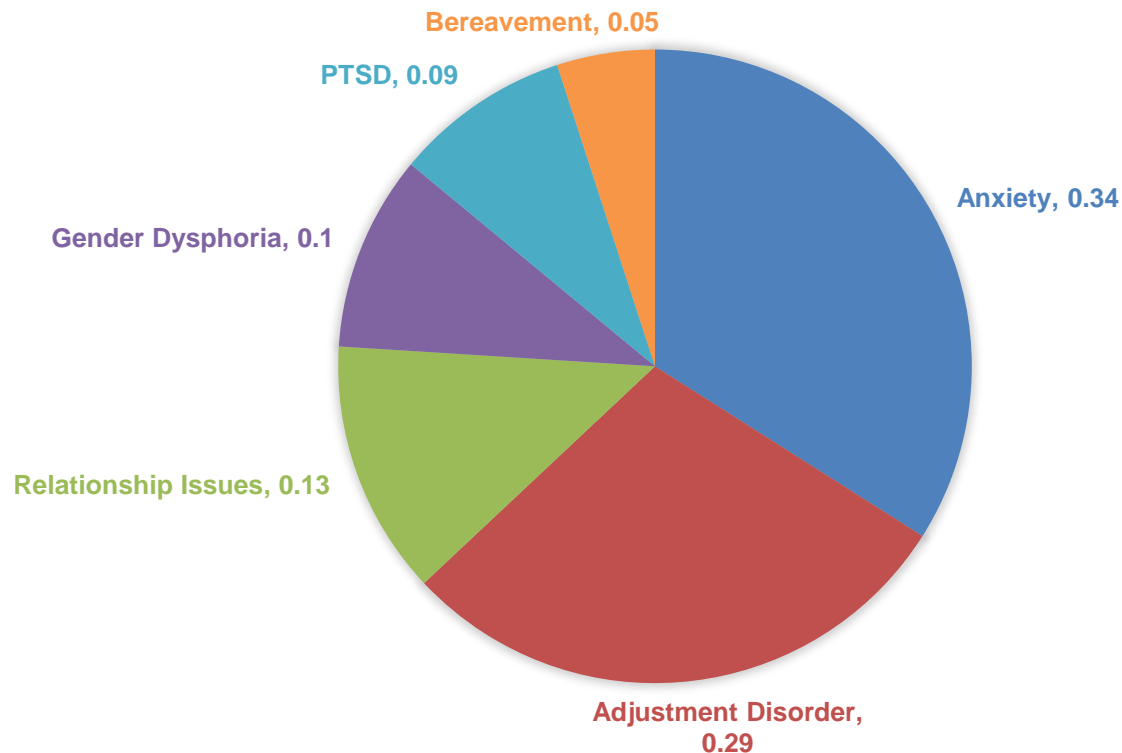
|                                      | Fall  | Winter | Spring<br>(til 6/3/20) | Total<br>(9/23/19-6/3/20) |
|--------------------------------------|-------|--------|------------------------|---------------------------|
|                                      |       |        |                        |                           |
| Mental Health (distinct students)    | 258   | 260    | 112                    | 435                       |
| Mental Health (visits)               | 644   | 642    | 464                    | 1,752                     |
|                                      |       |        |                        |                           |
| Medical (distinct students)          | 743   | 668    | 251                    | 1,203                     |
| Medical (visits)                     | 1,288 | 1,172  | 464                    | 3,063                     |
|                                      |       |        |                        |                           |
| Psychiatric MHNP (distinct students) | 53    | 57     | 45                     | 86                        |
| Psychiatric MHNP (visits)            | 109   | 128    | 102                    | 339                       |

# Services impacted by COVID-19

|                                   | Spring 2019 | Spring 2020 | Decrease |
|-----------------------------------|-------------|-------------|----------|
|                                   |             |             |          |
| Mental Health (distinct students) | 229         | 112         | 51%      |
| Mental Health (visits)            | 562         | 464         | 17%      |
|                                   |             |             |          |
| Medical (distinct students)       | 622         | 251         | 60%      |
| Medical (visits)                  | 1,078       | 464         | 57%      |

# Top Mental Health Diagnoses

MENTAL HEALTH DIAGNOSIS 2019-2020

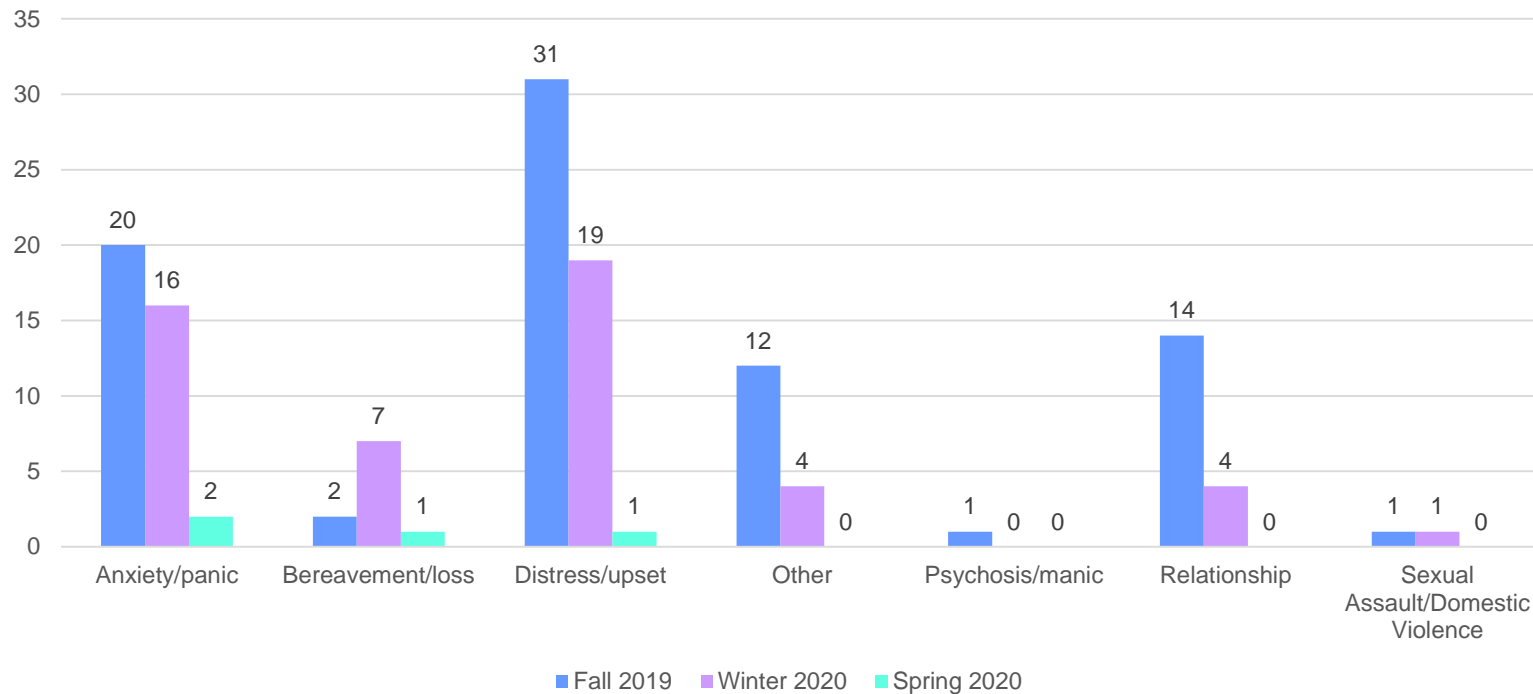


# SHWC Counseling Visits AY 2019-20

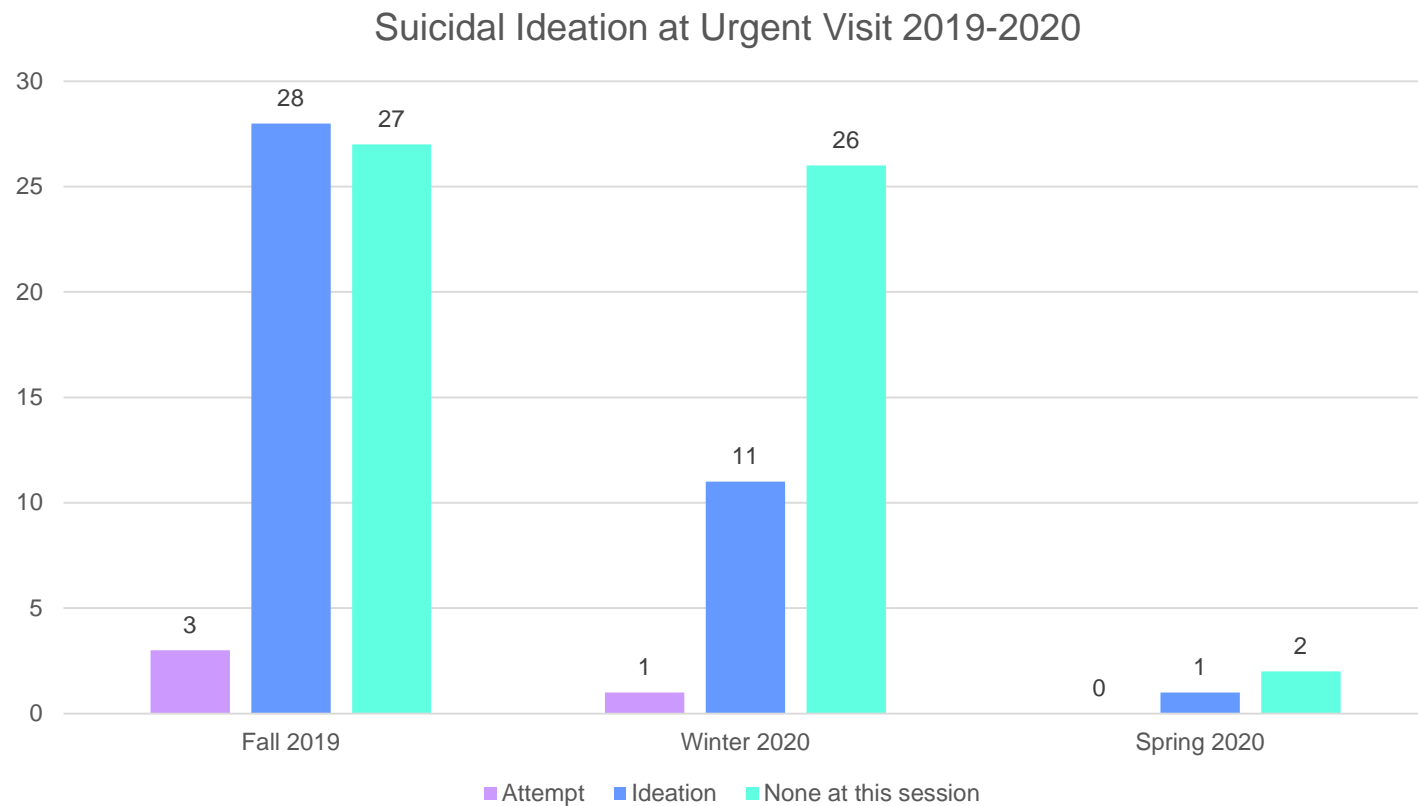
|                  |                                 |
|------------------|---------------------------------|
| One Visit        | 36%                             |
| 2-8 visits       | 61%                             |
| 9 or more visits | 3%                              |
| No show rate     | 12% fall; 13% winter; 8% spring |

# Urgent Visits

Presenting Reason at Urgent Visit 2019-2020

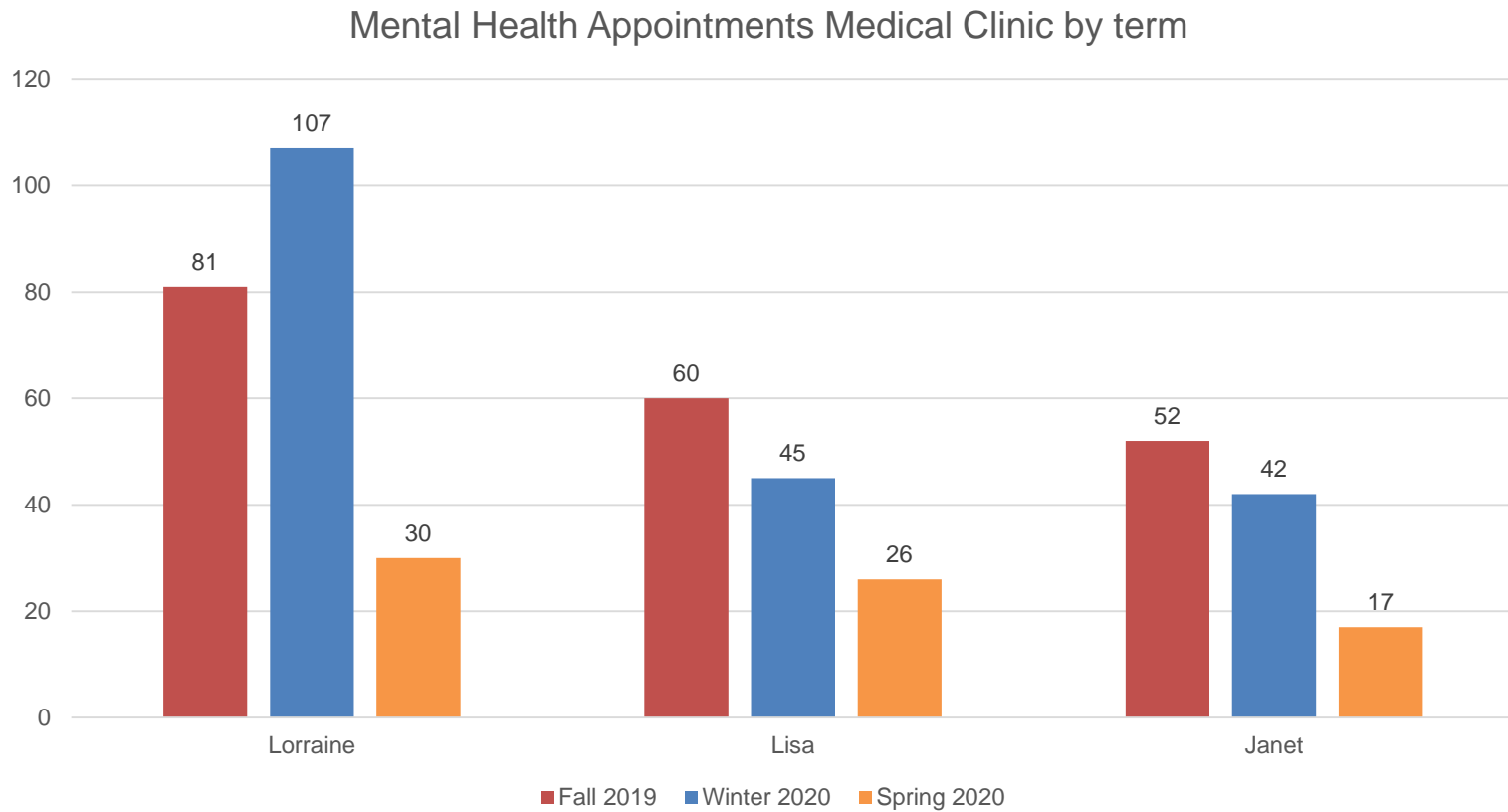


# Suicide Ideation





# Mental Health services provided by Medical Team by term



# Retention rates of students utilizing SHWC services

|         |                            |       |
|---------|----------------------------|-------|
| 2017-18 | All admitted students      | 77.3% |
| 2017-18 | Visitors to SHWC (medical) | 83.7% |
| 2017-18 | Visitors to SHWC (mental)  | 82.1% |
|         |                            |       |
| 2018-19 | All admitted students      | 78.7% |
| 2018-19 | Visitors to SHWC (medical) | 84.4% |
| 2018-19 | Visitors to SHWC (mental)  | 83.0% |

# Navigate Implementation Update

# **COVID-19 Remote Instruction Student Survey Spring 2020**

## **Survey Purpose:**

- To understand student experiences with remote delivery of Spring 2020 classes and assess faculty needs and identify opportunities and resources for professional development intended to enhance remote, hybrid and online instruction.

## **How the Data Will be Used:**

- Understand how students assess their experiences.
- Identify professional development needs for faculty and other institutional response.
- Determine priorities and approaches for use of CARES Act funds
- Compare with faculty views about Spring 2020 remote delivery.

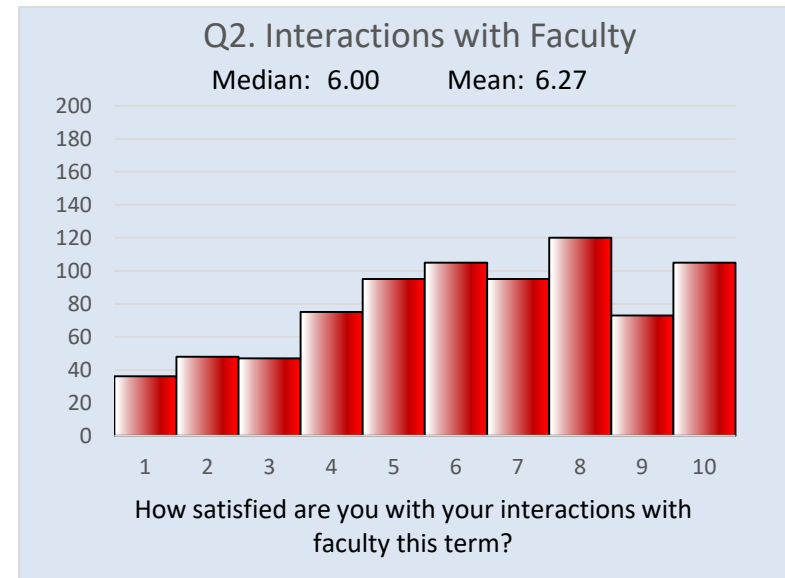
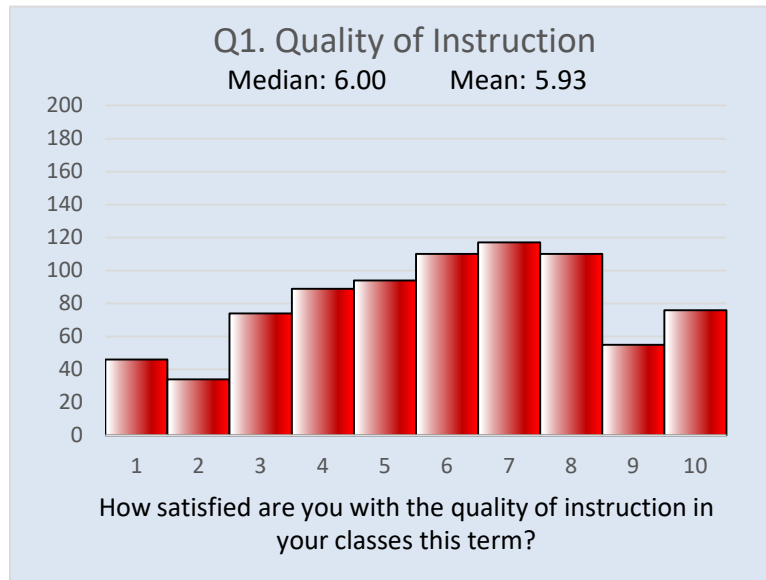
## Methodology:

- Students were asked to assess their engagement, motivation and satisfaction with their academic experience, and to provide comments or suggestions on how the university can support their learning and success.
- The student survey went to 3732 admitted and enrolled undergraduate and graduate students in Spring 2020. There were 810 completed surveys for a 22% response rate.
- Findings and insights from these results fall into a 95% confidence interval with a +/- 3.047% margin of error.

## Survey Questions:

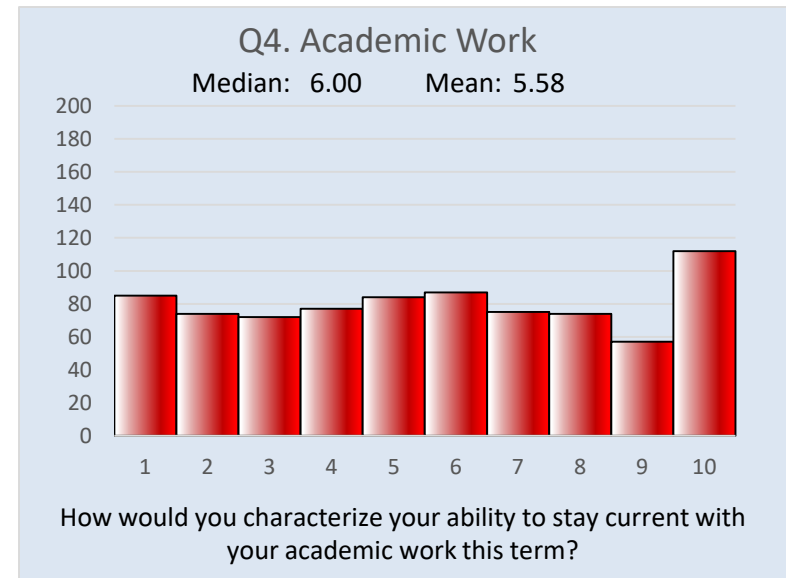
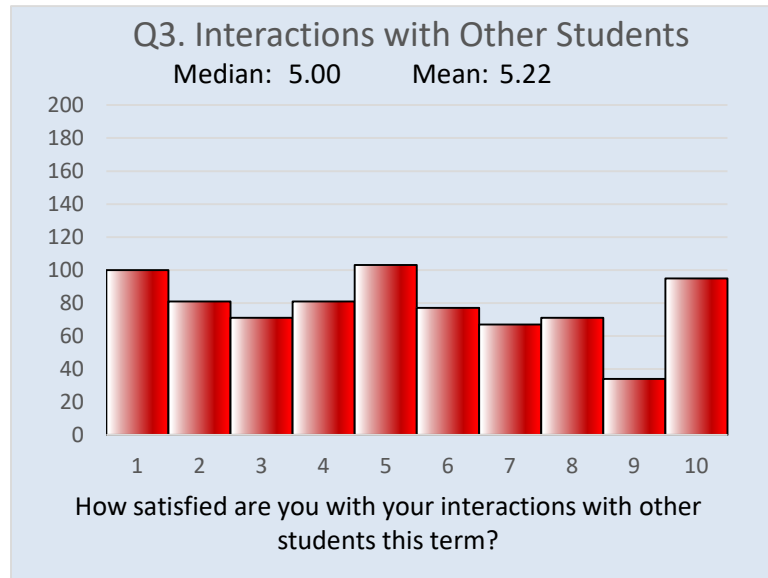
- **Quality of Instruction:** How satisfied are you with the quality of instruction in your classes this term?
- **Interactions with Faculty:** How satisfied are you with your interactions with faculty this term?
- **Interactions with Other Students:** How satisfied are you with your interactions with other students this term?
- **Academic Work:** How would you characterize your ability to stay current with your academic work this term?
- **Resources:** Do you feel that the resources that have been made available to you are adequate?
- **Staying Engaged:** To what extent are you motivated to stay engaged with your academic work this term?
- **Open Ended:** Do you have any comments or suggestions that would help SOU enhance your academic success and overall experience?

## Results:

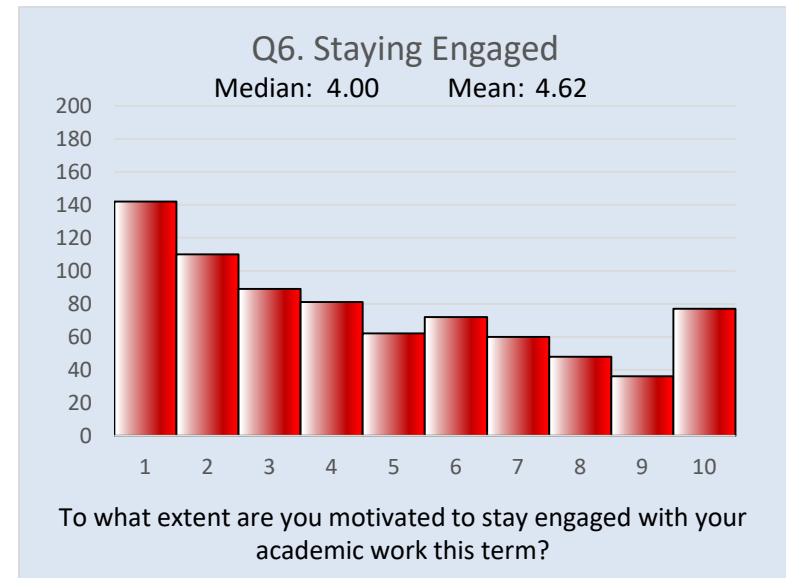
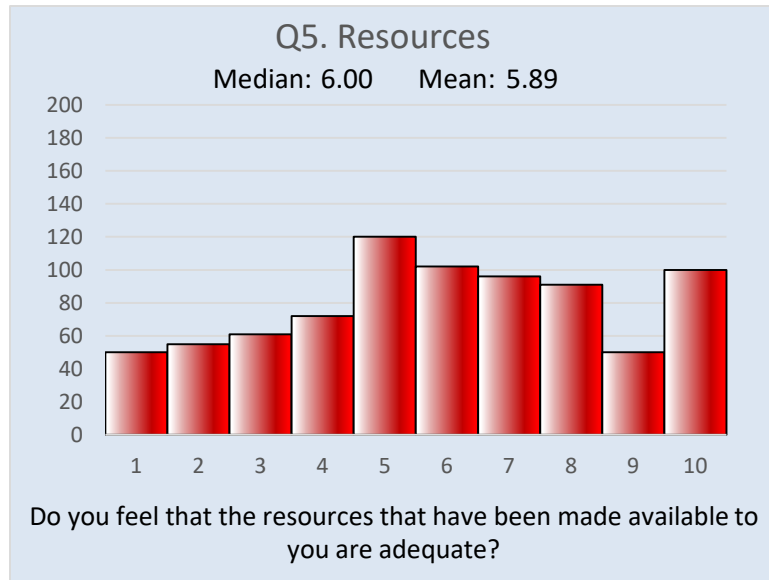




## Results:



## Results:



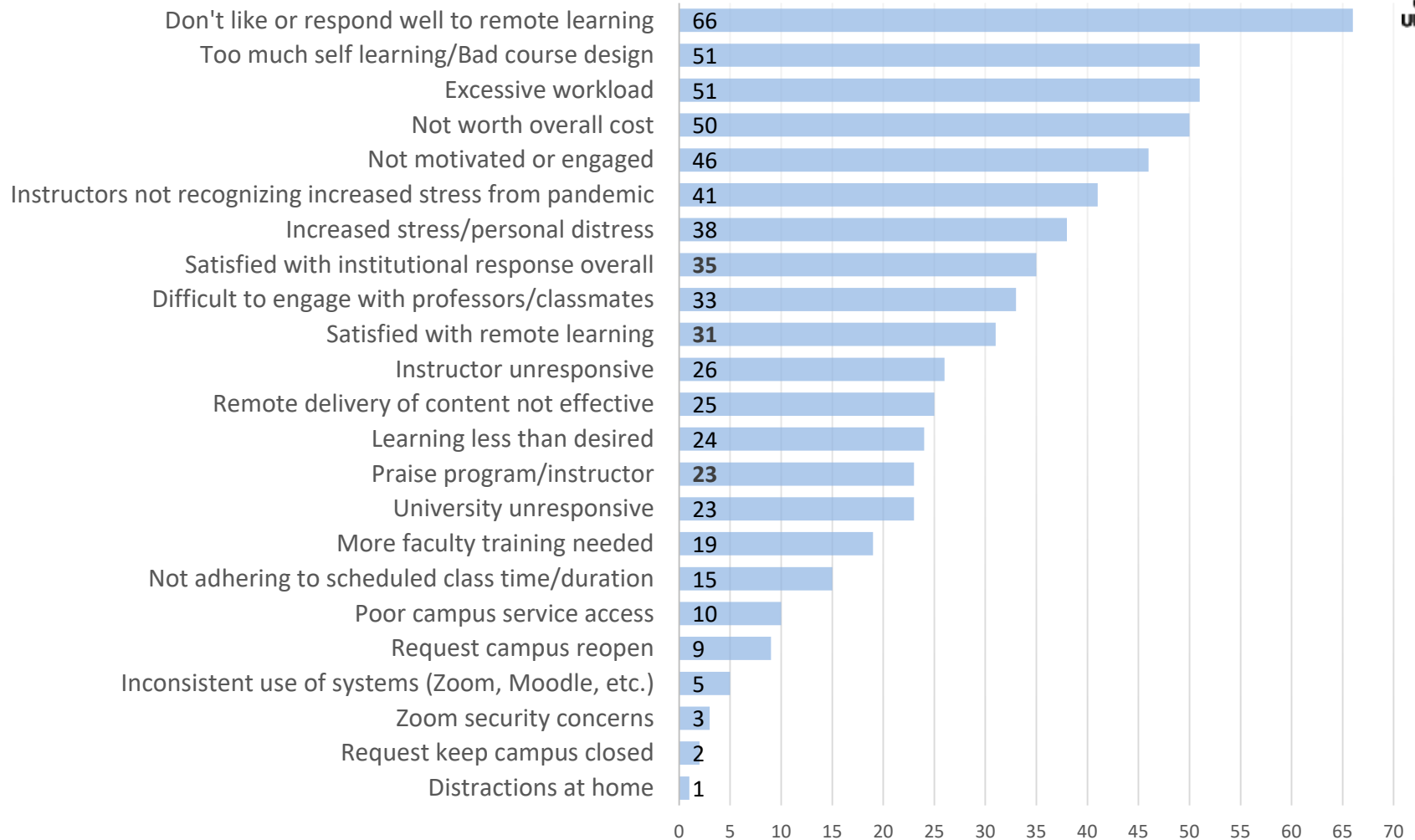
## Main Findings:

- Students report that they are not staying engaged.
- Satisfaction with instructional experience is moderate.
- Interactions with faculty are rated moderately satisfying; less so for interactions with other students.
- In their comments, however, students identified the need for faculty to be more accessible, empathetic and compassionate about increased distress among students related to the remote environment and to the pandemic.
- Students were relatively neutral regarding the adequacy of resources made available to them.

## Open-Ended Question

- Nearly 25% of the respondents provided comments, suggestions or additional thoughts.
- In many cases, more than one issue, concern or observation was included in a single comment, resulting in 627 individual issues that were categorized into 23 unique themes.
- Most frequently mentioned were responses to remote learning in general (10%), course design/self learning (8%), excessive workload (8%) and cost (8%).
- Several findings gleaned from the open-ended question were consistent with the quantitative data (e.g. Q6 regarding ability to stay motivated), while others were not (i.e. Q4 - students assess their ability to stay current with their academic work as quite high, but noted significant increase in workload in the open-ended question responses).

## Open Ended Question – Themes & Sentiments:



## Open Ended Question – Sample Responses:

My biggest problem this term is that my overall workload has increased. I've had two of the same professors this term as fall term, and I remember the way those classes were conducted. I also remember the workload those professors put on us. This term with everything being online, it seems those professors struggled to keep the same workload. All of my lectures have been longer than the scheduled length of lectures for in person classes. The amount of assignments and discussion posts have also increased. My life became significantly more busy when the pandemic got going with a 5 year old now told that she has to stay at home in my little apartment, while my wife is working from home. With the increased workloads, I've been very discouraged about my school work. Instead of working hard to get ahead in a class and maybe relax on the weekends, I'm working just as hard to stay up to date.

I want to go back to class. My major and learning experience is tied to being in class and workshopping things with humans in person. I know this is an impossibility because of the virus but it's detrimental to my education.

I understand the necessary changes, but God, it's impossible to work when you're scared and people are dying. I don't think all the professors got that memo.

Can I actually go to school again, physically? I like being AT college working in studios on my art. I've been really upset, had a lot of opinions, and hope things become semi-normal again in Fall... It would be cool if Summit became accessible again since sources are hard to come by depending on your research.

## Open Ended Question – Sample Responses:

Professors who have decided to not hold online class sessions are overcompensating with an unrealistic amount of activities, readings, videos, and forum posts to get through each week. My mental health has suffered, and I don't feel confident in my ability to get through another term like this.

I miss the daily interactions with my fellow students, and the ability to go visit the library at my convenience while on campus, but the current pandemic is more at fault than anything the university could have done.

Expecting that faculty's ability to maintain the regular level of interaction and quality of instruction under these circumstances is not only naive, it's irresponsible. Some have flourished, but that is only because the classes are conducive to online learning. I do not fault the faculty, I fault the situation. I think the only way to improve this is to support the faculty in whatever they need. It's hard to improve a situation when it's out of everyone's control.

I've felt very productive throughout this entire program, with the exception of this term. Maybe it was COVID, or finding my job won't give me a raise (And might let me go) for getting this degree. Either way, my motivation is very low and I am limping to the finish line.

## Open Ended Question – Sample Responses:

Online courses have been far easier to work into my daily schedule than meeting every day. The only problem is lack of face time ability with the teacher after courses, but my teachers have done a phenomenal job of being reachable by email/messaging.

I do not like the abrupt change to online classes. The quality of my education has dropped dramatically. I prefer in class instruction. I feel disconnected staring at a screen for hours everyday in these zoom classes, it is very impersonal. Most students dont like to have their cameras on, which I understand. Professors are trying to engage students but students are not responding. Classes should be held on campus and not forced into our private home spaces. There is no personal connection doing classes online. Bring back in class instruction and do not mandate masks in class. Forcing students to wear masks in class is dumb, DONT DO IT!

I certainly feel that the overall academic experience is diminished by this form of learning. While I recognize that part of the issue is my own ability to keep up with work, I have no issue keeping up with in person classes. It's only when I have online classes that I find it difficult to do work on time. This is certainly not the experience I am paying an exorbitantly large sum of money for. If this is the experience for next quarter as well, tuition will need to be cut down quite a bit, as we are getting less of a product than we were before. Honestly, I believe that we, the students, should be getting a rebate on the classes from this quarter for part of the tuition we were charged. As I mentioned before, you can't charge the same amount of money as you were earlier and give us half of the product.



## Open Ended Question – Sample Responses:

zoom classes should not be mandatory. We are all in different housing situations, some peoples situation may be constantly changing or distracting. It's hard to show up to my class and participate when I am in a small house with 4 other people and they are all carrying on with their day. I can't respond in class because I don't want to distract other students with background noise, but I am responsible for being present even though I can't participate because of what's going on around me. Also the overall zoom experience with other classmates is awkward and it feels too forced to be productive or helpful in any way.

It is really difficult for me to stay engaged in zoom classes or retain in any information, especially because I have bad wifi (at SOU). While I do not struggle to turn in my work, it is not my best work compared to past terms and it is taking me much longer to complete assignments. Writing papers has become extremely difficult as its hard to be focused for so long now. I have lost a lot of motivation I previously had. Discussion boards are the only thing I have enjoyed somewhat because i get to interact with students as well

In some ways the online platform for classes has been improved my overall satisfaction. Having PowerPoints posted in a timely manner and having recorded lectures, have overall improved my ability to learn as I have the ability to pause, look things up, clarify and then move onto the rest of a lecture. My notes are more organized and I feel that retention is higher. On the other hand I have found it difficult to keep track of assignments or updated information unless directly emailed to me. Some professors have a good grasp on the technology they're using while others need more support. I appreciate not having to commute which allows more time to spend studying (and living life). I have two young children and providing distance learning for them while simultaneously balancing SOU's distance learning has proved quite a juggle. I had to invest in a new laptop as mine was outdated and could not complete some of the assignments (things that may not have necessarily been a problem if the class were held in person). I appreciate the hard work and training faculty have endured to make distance learning happen, and am grateful for my education.



Spring 20 Faculty Focus Groups  
Preliminary Findings

## ***Discussion Topics***

**What resources, tools, or expertise do you need?** Beyond the university-wide technology suite, are there any discipline-specific tools, resources, and expertise you need? What have you learned? Have you found anything that would be worth sharing with your peers?

**How can students interact with the course content?** Beyond **consuming** content by reading, listening/viewing lectures, what will they actually **DO** with the course content? How can they use it, produce it, transform it, edit it, mix it?

**How can students interact with other students?** Beyond completing assignments and assessments independently, will students work together to ensure that they feel like part of a learning community and have the opportunity to collaborate, think critically, be intellectually challenged, and make meaning with others? How can students work with others while isolated in their homes?

**How can students interact with their instructor?** Now that you aren't in the classroom with your students, how will students be able to interact with you? What are the tools/channels in use for your communication with the whole class, groups or individuals?

**How can we focus on student learning?** How can we assess student learning in remote and online delivery? How are assignments/assessments reworked for online/remote delivery? How can course objectives be met in online/remote delivery and during a disruptive public health crisis?

**How can we support a positive classroom climate?** How can we create a safe, respectful, inclusive classroom climate in online/remote delivery? How can we exhibit prosocial behaviors in communication and collaboration? How can we ensure optimal levels of challenge and support?

## *Preliminary Focus Group Findings*

- Intentional course design: in many cases, faculty had to move very quickly and with little intentional structure or design for courses that were not originally designed for remote delivery;
- Fatigue; "Zoom fatigue"; "24-7" access to accommodate students; increase in workload and expectations to manage the more demanding online environment and high intensity of the term. Time management, structure and achieving reasonable boundaries in order to maintain close contact with students and responsiveness while not sacrificing work-life balance;
- Course management in the remote environment; appropriate content and volume and pacing of content; how to manage due dates; appropriate levels of synchronous and asynchronous work.
- Care and emotional support for students; students have experienced extraordinary distress and increased need for support from faculty. Faculty are seeking training on how to respond and what they can do to protect their own mental health and wellbeing;

## *Preliminary Focus Group Findings*

- Assessment and evaluation of learning outcomes; What are the opportunities for more authentic assessment? What are the best ways to provide feedback to students in distance situations? How can we support student self-assessment?
- Systems support: Need for both specific platforms, tools, techniques to support pedagogical needs in the various disciplines, as well as some boundaries around common systems to minimize learning curves for both faculty and staff.
- Norms and Best Practices: Many of the rules and routines for the classroom do not apply in the online and remote delivery spaces, and there are few research-based best practices; e.g. how to lead a class on Zoom. Both teachers and students have been doing the difficult work of developing their own norms and practices, which vary greatly.
- Equity and Access: Some faculty experience barriers to engagement with online, remote and hybrid environments due to limited access to technology, and many express serious concerns over the disparities in quality of the learning environment for students who lack access.

## Outcomes and plans for Summer 20 Professional Development

- Coordinated effort by CATL (Center for the Advancement of Teaching and Learning) and the Provost's Office to provide training and resources to support faculty development and enhance remote/online teaching
- Faculty stipends will be provided via CARES Act funding
- Emphasis on faculty development that will both respond to the current COVID-19 need, and enhance faculty ability to respond to needs of learners of all types and throughout their careers
- Some examples:
  - Enhancing Teaching and Learning with Technology (eT/LT)
  - Online Learning Consortium (OLC) Workshops
  - Summer Innovation Communities
  - Summer Symposium
  - Additional training in tools and systems required for remote teaching and learning
  - Peer-to-peer support

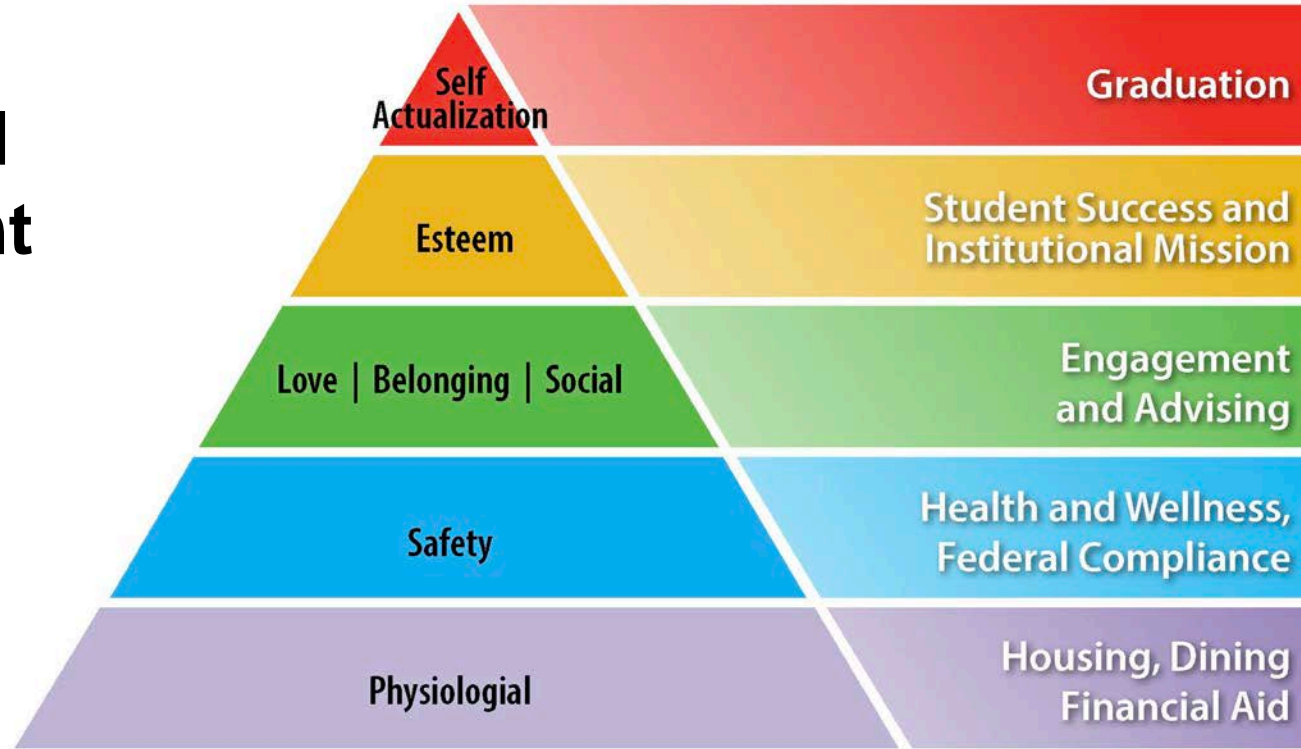
# Raider Registration and Orientation Preview

# New Student Orientation Programs 2020





# Maslow's Hierarchy of Needs Applied to New Student Orientation



# New Student Orientation Programs

Orientation programs are designed for new students and their families to ease the transition to college. Our goal remains the same even as we go online: to help new students feel connected and confident as they prepare for their first year at SOU.

1

## Online Orientation

This online orientation provides students with an introduction to SOU, including educational and academic planning, technology, resources, and community standards through the use of text, videos and quizzes.

2

## Raider Registration

Students meet with an academic advisor, schedule classes, and finalize the next steps to enrollment.

3

## New Student Orientation

Fall Orientation consists of academic sessions, social activities, and workshops. NSO fosters an emotional connection to the people, places, and ideas of the SOU community to inspire success.

# Online Orientation



# Raider Registration

- [American Samoa Program](#)
- [First Year and Transfer Events](#)



# Fall Orientation

**Plan A** - Hybrid, Online and In-person programming

**Plan B** - Fully online experience

**Plan C** - In person program



# Fall Orientation Highlights

- Raider Wilderness Experience (overnight trips before move-in)
  - Day trips before move-in
- Move-In Day
  - Friday and Saturday First Year Students
  - Sunday - Returning Students
- Conference Days
  - [Proposal Form](#)
- Program Development in Progress



# Fall Orientation Details

| Friday, 9/18                 | Saturday, 9/19     | Sunday, 9/19              | Monday, 9/21        | Tuesday, 9/22                     | Wed, 9/23        | Thursday, 9/24   |
|------------------------------|--------------------|---------------------------|---------------------|-----------------------------------|------------------|------------------|
| Move-in Day For FY           | Move-in Day For FY | Move-in Day For Returning | Convocation         | Conference Schedule               | Classes Start    | Club Fair        |
| Opening Session              | Opening Session    | Opening Session           | Conference Schedule | Speaker/ Performer                | Meet Ashland?    |                  |
| Program Dev Virtual Playfair |                    |                           |                     | Virtual Student Organization Fair |                  |                  |
| Friday, 9/25                 | Saturday, 9/26     | Sunday, 9/27              | Monday, 9/28        | Tuesday, 9/29                     | Wed, 9/30        | Thursday, 10/1   |
|                              |                    |                           | Identity Lunches    | Identity Lunches                  | Identity Lunches | Identity Lunches |

# Opportunities

- Raider to Raider Sessions
- Spring and Winter Term Orientation and Registration Events







Thank you!

# Race Equity at SOU

**Southern Oregon University  
Board of Trustees**

**Statement on Black Lives Matter**

As a nation, a state, and a Southern Oregon University community, we continue to witness the senseless killings of Black people throughout our country. The recent deaths of Ahmaud Arbery, Breonna Taylor, George Floyd, and so many others before and since, have been added to the tragic list of historic and systemic injustices committed against people of color since the "founding" of America.

These injustices have a tremendous impact on all of us, but especially on our students, colleagues, families, and friends from communities of color, who experience them on a very personal level. On this Juneteenth of 2020, we act in solidarity with Black Lives Matter, and with people of all racial and ethnic backgrounds who continue to face unprecedented challenges, injustices, and violence.

The SOU Board joins President Linda Schott in her clear statement that *"Southern Oregon University condemns and denounces hate and abhorrent language and behaviors intended to harm any member of our learning community on the basis of race, color, religion (creed), gender, expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status. We are firmly committed to peace, justice, civil discourse, social-emotional support, and respect for all."*

In our Board's fiduciary role to SOU, there is something we can do to change the course of history. It lies with our students and colleagues. It lies with the educational and social roadmaps we are building during the students' time at SOU. As a Board and University community, let us do what it takes to build in our students, colleagues, and community, a foundation that effectively disrupts these patterns of injustice. As the statement etched on Churchill Hall notes, *"The challenges of democracy are the opportunities of education."*

We must seize these opportunities, and while acknowledging the challenges, we must assure our students and colleagues, that we see them, hear them, and stand with them against racial oppression and injustice. We cannot be silent. It is not enough to feel bad, or hope someone else will do something. We must be part of the solution. We must act.

Identifying actions that we can take will be part of our challenge and our opportunity. We recognize that thinking of actions is easier than taking them. But taking action is a moral imperative. As a Board, we commit to not only condemning injustice but also to the challenge of being part of the solution.

VOTE:

DATE: June 19, 2020

Recorded by the University Board Secretary:

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# Future Meetings

# Adjournment