



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

January 14, 2021

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

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Committee Meeting

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 report from the provost including updates on goals for academic affairs, transfers, the Provost's Council and the Tuition Advisory Council. There will be a vice president's report offering a review of the enrollment management dashboard as well as updates on the Enrollment Council and general topics. There also will be a curriculum update, with discussion and action on program approvals for a Bachelor of Science in Sustainability and Certificates in Geospatial Science and Cybersecurity. The update on curriculum also will include information on new micro-credentials and other general updates on curriculum. There will be a discussion on topics related to the Southern Oregon Higher Education Leadership Council and a discussion on initiatives to prepare students for success including general education, meta majors, and post-graduation employment information.

The meeting will occur as follows:

Thursday, January 21, 2021

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/89714920268> 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 72 hours in advance.



Board of Trustees
Academic and Student Affairs Committee Meeting
January 21, 2021

Call to Order / Roll / Declaration of a Quorum



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

Thursday, January 21, 2021
12:00 p.m. – 3:30 p.m. (or until business concludes)
<https://sou.zoom.us/j/89714920268>

AGENDA

Persons wishing to provide public comment shall do so in writing during COVID-19 protocols.
Please note: times are approximate and items may be taken out of order.

Theme: SOU is on the forefront of rethinking liberal arts education

- | | | | |
|---------|----------|---|--|
| | 1 | Call to Order/Roll/Declaration of a Quorum | Chair Jonathon Bullock |
| | 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 Bullock |
| | 2 | Public Comment | |
| 5 min. | 3 | Consent Agenda | |
| | 3.1 | October 15, 2020 Meeting Minutes | Chair Bullock |
| 15 min. | 4 | Provost's Report | Dr. Susan Walsh, SOU,
Provost and Vice President
for Academic Affairs |
| | 4.1 | Academic Affairs: Wildly Important Goals | Dr. Susan Walsh |
| | 4.2 | Transfer Update | |
| | 4.3 | Provost's Council Update | |
| | 4.4 | Tuition Advisory Council Update | |
| 10 min. | 5 | Vice President's Report | Dr. Neil Woolf, SOU, Vice
President for Enrollment
Management and Student
Affairs |
| | 5.1 | Enrollment Management Dashboard | |
| | 5.2 | Enrollment Council Update | |

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

**Thursday, January 21, 2021
12:00 p.m. – 3:30 p.m. (or until business concludes)**

AGENDA (Continued)

5.3 Other General Updates

6 Action, Information and Discussion Items

45 min.	6.1 Curriculum Update	Dr. Susan Walsh
	6.1.1 Program Approval: Bachelor of Science in Sustainability (Action)	Dr. Vincent Smith, SOU, Chair, Environmental Science and Policy
	6.1.2 Program Approval: Certificate in Geospatial Science (Action)	Dr. Vincent Smith
	6.1.3 Program Approval: Certificate in Cybersecurity (Action)	Dr. Sherry Ettlich, SOU, STEM Division Director; Dr. Fabrizzio Soares, SOU, Chair, Computer Science
	6.1.4 New Micro-Credentials - Update	Dr. Susan Walsh
	6.1.5 Other General Updates	Dr. Susan Walsh
25 min.	6.2 Southern Oregon Higher Education Leadership Council	President Linda Schott; Dr. Susan Walsh; Dr. Neil Woolf
	6.2.1 Dual Admission Transfer Program	
	6.2.2 SOU-Rogue Community College Common Course Numbering	
	6.2.3 Information Sharing Agreement: Rogue Valley College Access Network	
25 min.	6.3 Preparing Students for Success	
	6.3.1 General Education	Dr. Susan Walsh
	-	
	6.3.2 Meta Majors	Dr. Susan Walsh

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

**Thursday, January 21, 2021
12:00 p.m. – 3:30 p.m. (or until business concludes)**

AGENDA (Continued)

	6.3.3	SOU Post-Graduation Employment Information	Dr. Neil Woolf
5 min.	6.4	Future Meetings	Chair Bullock
7		Adjournment	Chair Bullock

Public Comment

Consent Agenda

**Board of Trustees
Academic and Student Affairs Committee Meeting
Thursday, October 15, 2020
Videoconference**

MINUTES

Call to Order/Roll/Declaration of a Quorum

Committee Members:

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

Chair Jonathon Bullock called the meeting to order at 12:03 p.m. The secretary recorded the roll and a quorum was verified.

Other trustees in attendance: Lyn Hennion, Paul Nicholson, President Linda Schott and Bill Thorndike.

Other attendees and Zoom panelists 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; Janet Fratella, Vice President for University Advancement; Sabrina Prud'homme, Board Secretary; Dr. Jody Waters, Associate Provost; Dr. Karen Stone, Associate Vice President for Academic Resource Management; Dr. Matt Stillman, Registrar; Dr. Clayton Austin, Hart Wilson and Bill Bateman, all from the Center for the Advancement of Teaching and Learning; Lea Griess, Student Success Coordinator; Luke Williams, Raider Student Services; Chris Stanek, Institutional Research; and Kathy Park, Office of the Board Secretary.

Public Comment

There was no public comment.

Consent Agenda

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

Provost's Report

Academic Affairs Update

Dr. Susan Walsh said the chairs and directors of academic divisions and programs have been planning for the upcoming academic year. The reopening plan for academic affairs is going well and is on target. Generally, everyone is positive and upbeat and the students seem to be doing well. Dr. Walsh said she has asked faculty to practice flexibility, empathy and understanding and they are responding well to students' needs.

Dr. Walsh discussed *The 4 Disciplines of Execution*, a book she required directors to read. The book encourages the selection of wildly important goals (WIGS) then choosing two to focus on. She and the directors selected two equity, diversity and

inclusion-oriented goals. The first is trying to address the racial inequalities in curriculum and pedagogy that might exist and reducing those challenges for students. The second is identifying areas where academic affairs can focus more intensely and intentionally on access for students, especially those from underrepresented populations, through recruitment and retention.

Provost's Council Update

Dr. Walsh said the governor was awarded \$4 million in emergency education relief funds from the federal government to be used for public and private institutions of higher education. These funds will be used for an online consortium/clearinghouse/course exchange. The idea is that the seventeen community colleges and seven public universities would offer an array of online courses for all Oregon students to access. Some precollege opportunities also are being discussed. The implementation is daunting (e.g., institutions use different learning management and financial aid systems). There will be challenges with regard to how seamless those online courses will be between institutions and with the ambitious implementation timeline.

Responding to Board Chair Nicholson's later inquiry about the online consortium project, Dr. Walsh said the HECC's executive director, Ben Cannon, worked directly with the governor's office to develop the project. The community colleges were involved at an early stage in the conversation but the universities were not included until the proposal was well-formed. Mr. Cannon and Veronica Dujon presented the proposal to the Provost's Council in August; the provosts were surprised there had been no consultation prior to that. President Schott added that the presidents were not asked at all; when they learned about it, all of the presidents were opposed to the project.

The Provost's Council continues to work on transfers from community colleges to universities, as required by House Bill 2998. The biggest issue is agreeing on transferability for university and community college classes. The newest initiative is common course numbering; SOU already is working with Rogue Community College on a version of this where same-numbered courses would transfer automatically.

Other General Updates

Dr. Walsh mentioned the updates on curriculum and Strategic Direction I and the progress of the task force on transforming general education.

One new undergraduate degree in sustainability is in progress. Dr. Walsh also discussed progress on micro-credentials or badges. Several have been approved (e.g., sustainable tourism, professional writing, cinema production technology, and social media strategy); more are close to approval (e.g., values-based leadership, geographic information systems, environmental research and data analysis, and team leadership and collaboration); and others are forthcoming (e.g., equity, diversity and inclusion and e-sports management). Responding to Trustee Rosenberg's inquiry, Dr. Walsh said prospective employers are supportive and excited about the micro-credentials.

Vice President's Report

Other General Updates

Dr. Neil Woolf said eleven staff members in his division lost their homes in the recent

fires and it has been incredible see the team rally around each other. Cares reports were filed on 96 students, 77 of whom lost their homes or were displaced by the fires. Staff members in the Office of the Dean of Students and the Housing Office are caring for these students and helping them find homes. Compared to last year, there has been a 58 percent increase in SOU Cares reports filed.

The Student Recreation Center re-opened with limited hours. They are averaging 200 visits a day, even with the limited hours and capacity. The e-sports club team will begin tryouts later in the month. Their hub in the Student Recreation Center is 90 percent complete and will have twelve gaming stations.

The TRIO program (also known as Success at Southern) received a 5-year, \$1.6 million grant, which will be used to continue to help first-generation and non-traditional students succeed in college. SOU also received a \$68,000 grant for expansion of services at the Veteran's Resource Center.

Dr. Woolf said this fall SOU officially moved to being test-optional for admissions. SOU had previously been test-optional on a case-by-case basis. The seven public universities agreed to transition to test-optional for next year but SOU decided to transition earlier. If prospective students have test results, they can submit the results for inclusion in the holistic review of their applications.

SOU also pivoted to accepting self-reported GPAs. National data shows such reporting is 96 percent accurate. This allows SOU to more quickly admit applicants. Responding to Chair Bullock's later inquiry, Dr. Woolf said transitioning to test-optional and accepting self-reported GPAs is about getting an admission decision quicker.

The Admissions Office has resumed limited campus tours for prospective students and their families. Over the past year, campus tours declined by 90 percent. Six of the top ten recruitment strategies relate to getting prospective students on campus through some version of campus tours.

Dr. Woolf said the Student Health and Wellness Center and the Office of the Dean of Students have been instrumental in helping with student COVID safety protocols and expressed gratitude to Anna D'Amato and the staff in both offices. Since the beginning of the term, one student was provided isolation housing and a few students out of state and off campus have tested positive for COVID. Otherwise, the transition to opening the campus has been good.

Dr. Woolf mentioned previous conversations about search engine optimization and said it is working well. SOU-related terms showing up on pages 1 and 2 of Google have greatly increased, which drives an increase in web traffic.

Responding to Trustee Vincent's inquiry, Dr. Woolf said SOU uses secret shoppers in the admissions process to test the process and identify opportunities to reduce frustrations. Kelly Moutsatson also works closely with Raider ambassadors on any feedback they may have. Parents also provide recommendations which are often helpful.

Review of Enrollment Dashboard and Discussion

Dr. Woolf mentioned a few structural changes to the dashboard. Although enrollment is down, first-year retention is up slightly, which was attributed, in part, to Navigate.

There was a substantial drop in non-admitted students from fall 2019 to fall 2020, largely in Advanced Southern Credit enrollment. The number of those students taking SOU classes while in high school dropped by 511. Of those, 411 are from Phoenix High School, which has had obvious difficulties after the fires. President Schott contacted their superintendent, who said they plan to return to the program in the future.

Dr. Woolf reviewed the SOU Interactive Fact Book that Chris Stanek and Information Technology are working on. Some of the links include searchable information back to 2010 and others to 2016.

Dr. Woolf then compared data from fall 2019 to fall 2020. Although the number of applications decreased slightly, the number of completed applications increased, possibly due to the test-optional and self-reported GPA changes in admissions. More students were admitted and confirmed in 2020. However, not as many students enrolled in 2020, probably the result COVID and the fires during the enrollment period.

Dr. Woolf then discussed the detailed data by student type, saying the applications from nonresident freshmen decreased by almost 11 percent and enrollment by those students decreased almost 18 percent. Enrollment for new freshmen was down about 11 percent, compared to 16 percent nationally. International students were down 48.2 percent, due in large part to travel restrictions and lack of visas under the current federal administration.

Responding to Trustee Wilson's inquiry, Dr. Woolf said the melt rate for students who confirmed but did not enroll was 10 percentage points higher than last year. There were also more students dropping courses in the add/drop period following the start of the term. Students can disenroll up to their last course, which is when SOU intervenes to help them from disenrolling completely and provide possible help.

Action, Information and Discussion Items

Student Success Initiatives and Updates

Faculty Professional Development Update

Dr. Susan Walsh said about \$250,000 from CARES Act funding was earmarked for faculty professional development and Dr. Clay Austin has been leading that work. Dr. Austin discussed the workshops and webinars curated by the Center for the Advancement of Teaching and Learning and said there has been much networking among universities and organizations on implementing online teaching formats. Hart Wilson and Bill Bateman shared some of their experiences with hosting online training sessions and Vlogs over the summer.

Dr. Austin highlighted the very successful summer symposium –a professional development event to bring faculty back for the fall term in ways meaningful and helpful for students. There were 16 sessions averaging over 30 people per session.

Navigate Implementation

Dr. Neil Woolf said the Navigate tool is fully operational and the focus will now shift to showing the effect it is having on student success. Dr. Matt Stillman provided a recap of the Navigate tool. He later said it may take a couple of years to show the impact on graduation rates but persistence will be measured starting in the spring.

Lea Griess and Luke Williams provided a live demonstration of the system from the faculty-staff and student perspectives.

Responding to Vice Chair Santos' inquiry, Dr. Stillman said the impact of Navigate can be measured and that is being worked on now. Trustee Thalden and Board Chair Nicholson praised the system. President Schott added that this was a major investment in student success.

Multicultural Commons: Virtual Tour

Dr. Neil Woolf said the video of the tour would be shown at the meeting of the full board. The construction of the Social Justice and Equity Center is completed and the programming continues. Trustee Wilson added that the project would not have been expedited without support from Vice President Woolf, President Schott and others; the care and attention given to hear students and give them opportunities to provide feedback and input was fantastic. President Schott said it was important to her to get the project done.

Trustee Loverro added that she was happy to see the progress from the initial discussions on this being an issue that should be addressed to the creation and design of the center with input from the students who use these spaces; she was pleased to see action taken to adjust the space to meet the needs of students.

National Survey of Student Engagement (NSSE)

Dr. Jody Waters provided background information on NSSE and reviewed statistics of its administration at SOU, as included in the meeting materials. There are two main areas assessed in NSSE: engagement indicators and high-impact practices. The former focuses on the current year while the latter assesses the totality of the student experience. The survey allows SOU to determine the extent to which it is achieving objectives set for the institution, established indicators and overall mission fulfillment. NSSE results are also fundamental to accreditation reporting.

Dr. Woolf added that student engagement measured in NSSE differs from satisfaction. The student satisfaction survey was implemented in the spring. The results of both surveys are used to adjust programming in Student Life and other areas, as needed.

Dr. Waters provided an overview of the 2020 results, as included in the meeting materials. She highlighted that 82 percent of the first-year students rated their overall experience as excellent or good, down 1 percent from 2019; while 81 percent of seniors rated their overall experience as excellent or good, up from 79 percent in 2019.

Eighty-three percent of first-year students stated they would probably or definitely return to SOU, up from 74 percent. Regarding first-year students' responses about

their satisfaction at SOU and intent to return, 29 percent said they had considered leaving SOU in the current academic year; this was down from 43 percent in 2019. Discussion later ensued on the significant decrease in the proportion of students thinking they might need to leave the university. The top explanations provided were personal reasons and personal financial concerns (not cost of attendance) – issues over which the university does not have control. In 2019, the third top reason was other academic issues (e.g., availability of major and courses not offered), over which SOU has control; that was not one of the top six reasons in 2020. Responding to Chair Bullock’s inquiry, Drs. Woolf and Waters said the top two reasons cited were consistent with other institutions and with NSSE data.

Responding to Trustee Thalden’s inquiry, Dr. Waters said the response rate is consistent for institutions of SOU’s size and the results are solid. This was the best rate SOU has ever seen in the administration of NSSE. Chris Stanek concurred.

Dr. Waters reviewed the engagement indicator comparisons included in the meeting materials. Dr. Woolf then reviewed the quality of interactions for first-year students, saying the best way to retain students is to get them engaged with a faculty member; over the last couple of years, changes have been made to the orientation programs to create student engagement earlier and earlier. Dr. Waters said SOU has enacted strategies based on NSSE data; discussions about specific strategies to implement will be more robust after more time has been spent analyzing the data.

Responding to Chair Bullock’s inquiry, Dr. Waters said the data can be disaggregated to make determinations about specific student population groups. Students of underrepresented groups respond at far lower rates than students of majority communities and that needs to be evaluated to increase the response rates.

Proposed 2021-2022 Committee Meeting Schedule

Chair Bullock reviewed the proposed meeting schedule included in the meeting materials. Committee members had no comments or recommended changes.

Future Meetings

The committee’s next meeting will be on January 21, 2021.

Adjournment

Chair Bullock adjourned the meeting at 2:53 p.m.

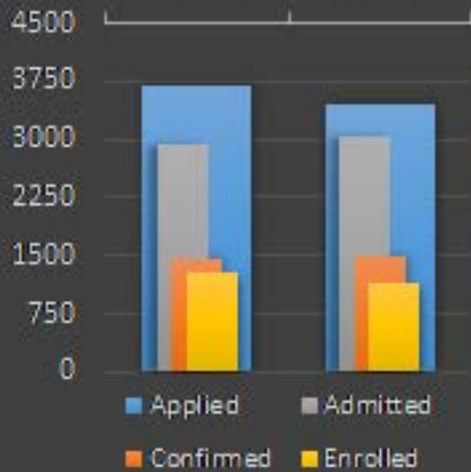
Provost's Report

Vice President's Report

Admission Funnel

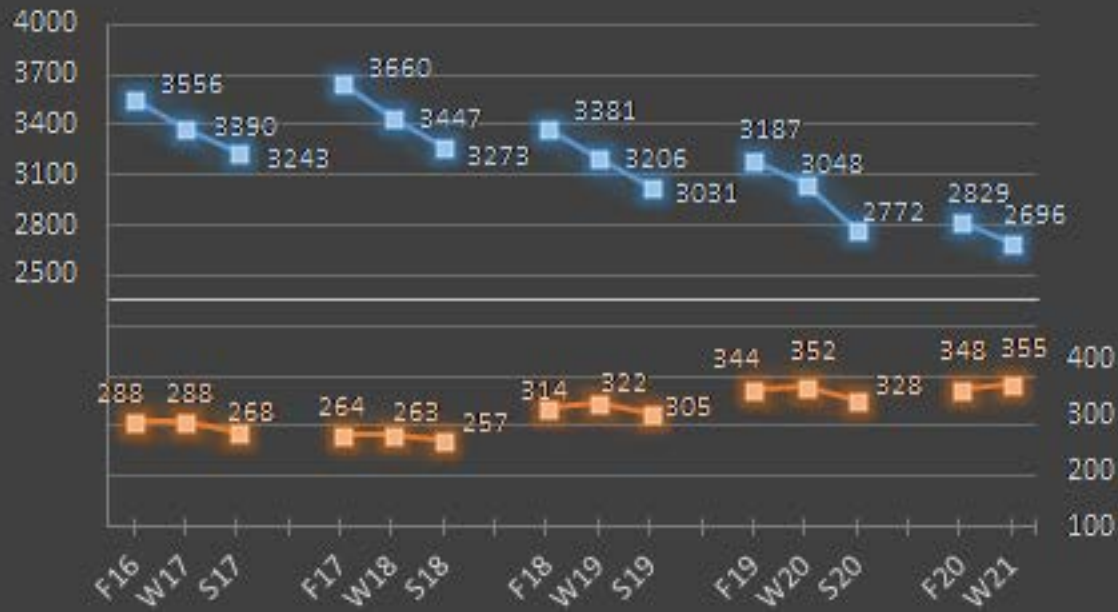
Final Reporting

Fall 2019 Fall 2020



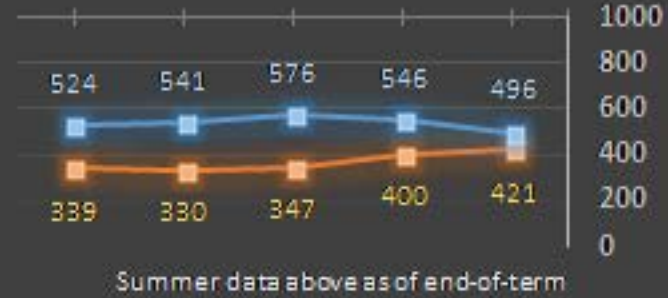
Admitted Student FTE

Admitted UG Admitted GR



W21 as of one week after start of term - all other data above as of end-of-term

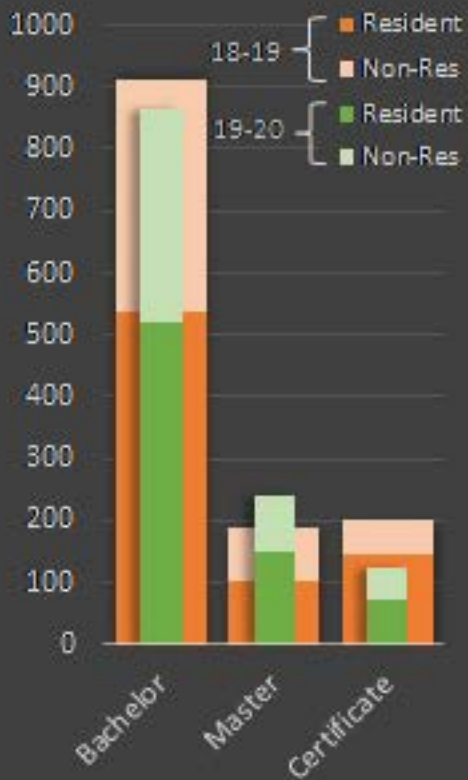
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Summer data above as of end-of-term

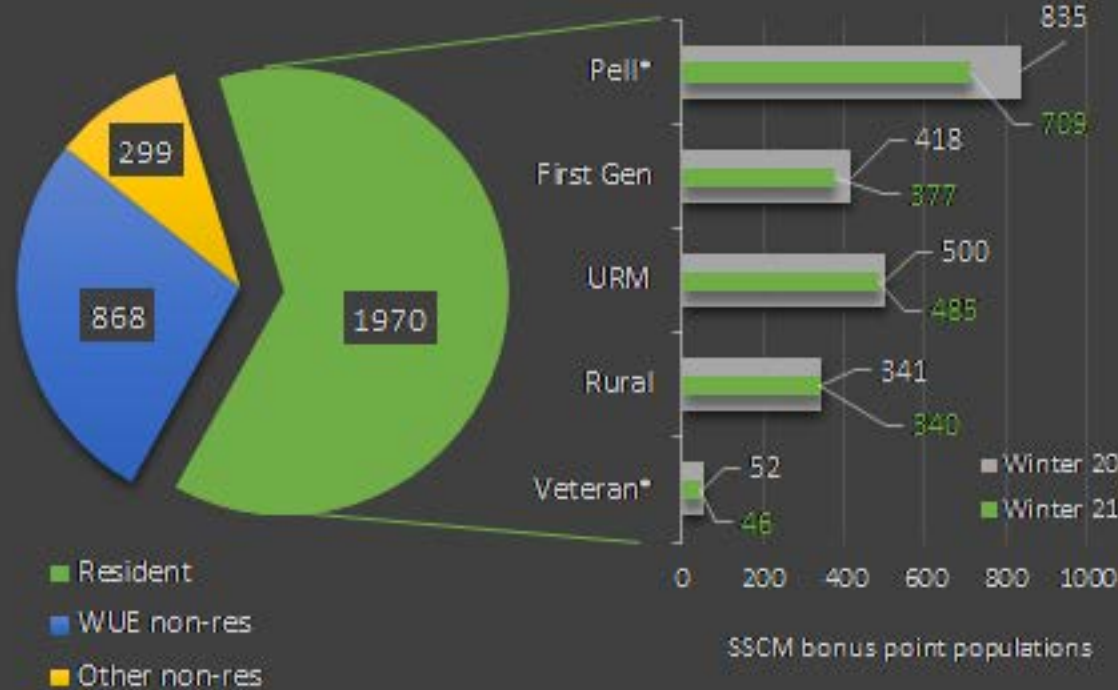
Degrees Awarded

Final Reporting



Winter 21 Admitted UG Students

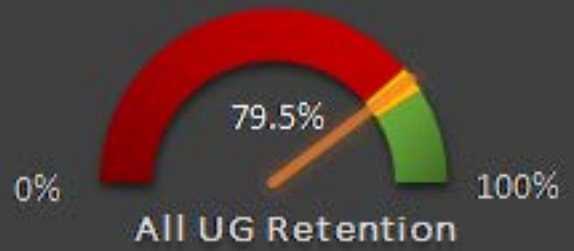
End of the 1st week



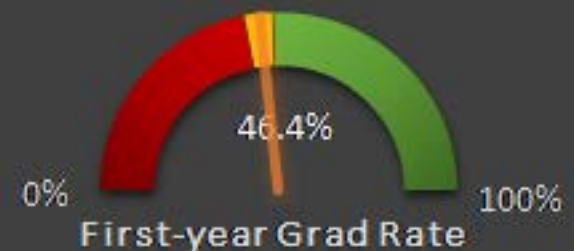
SSCM bonus point populations



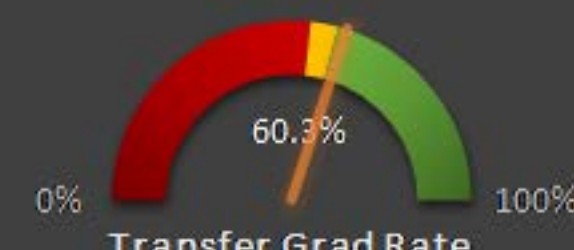
First-year Retention



All UG Retention



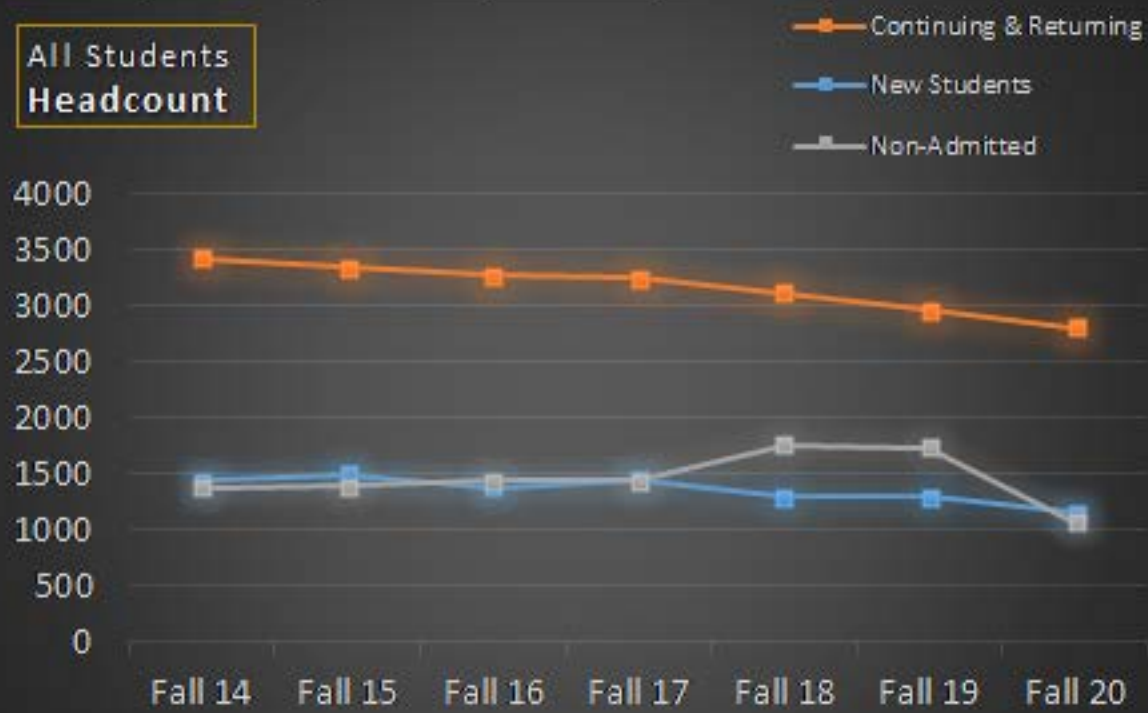
First-year Grad Rate



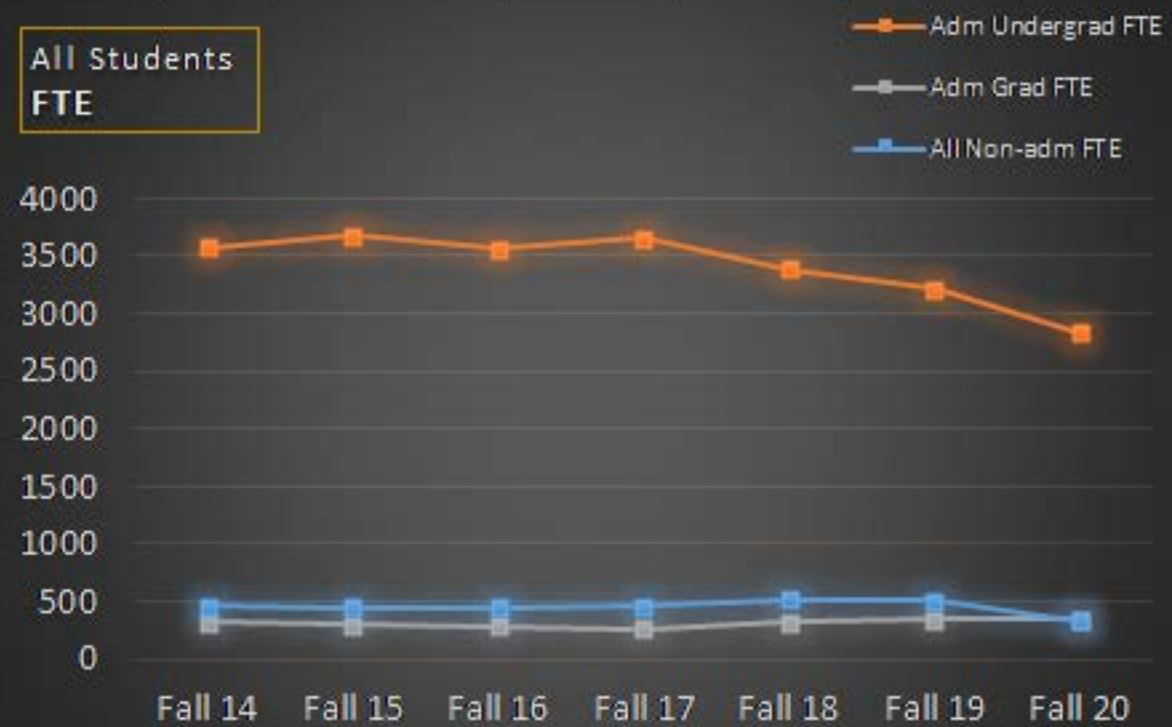
Transfer Grad Rate

Yellow zones indicate prior year values

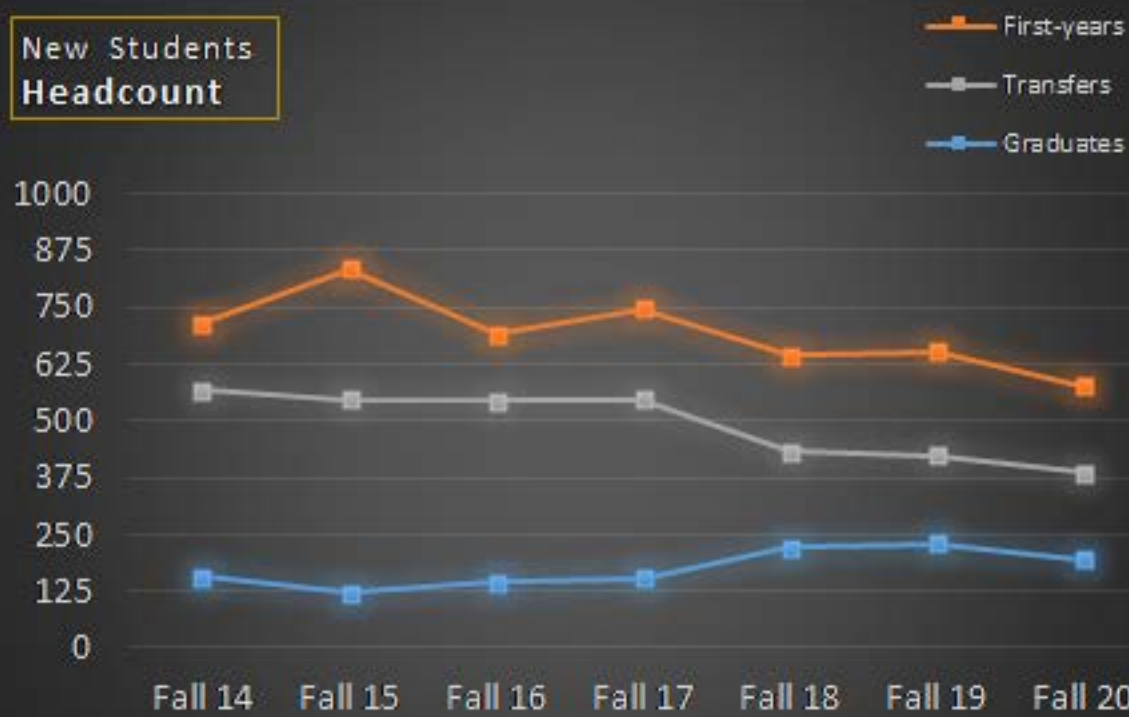
All Students Headcount



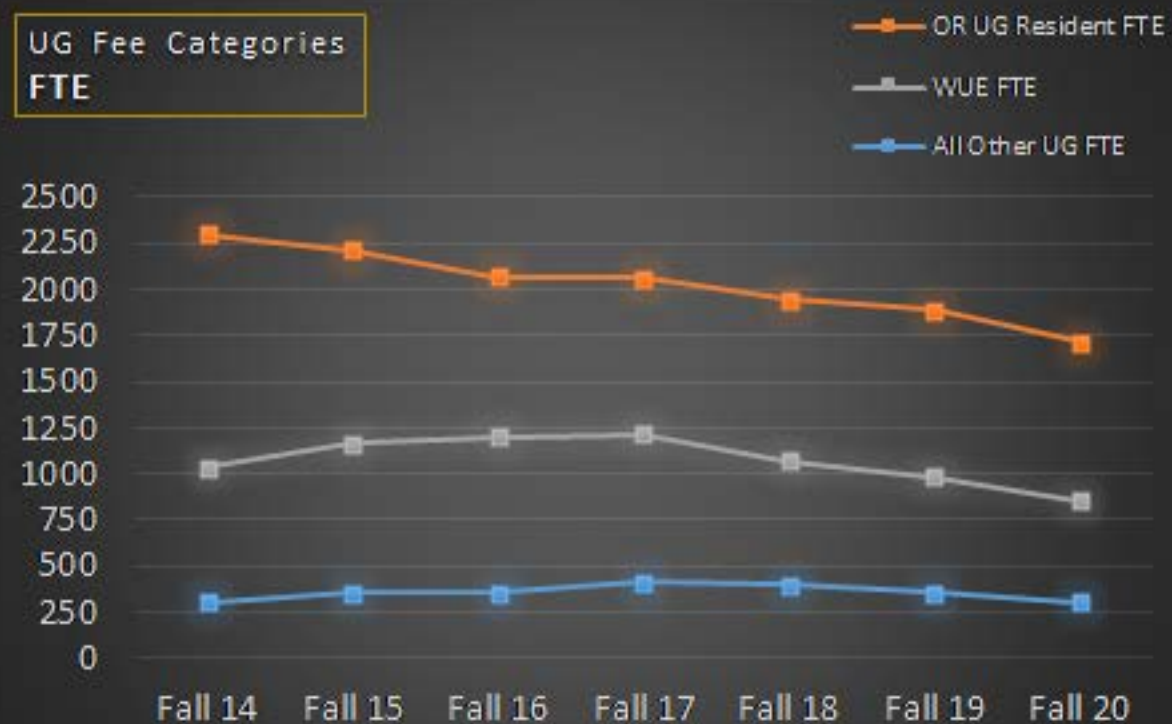
All Students FTE



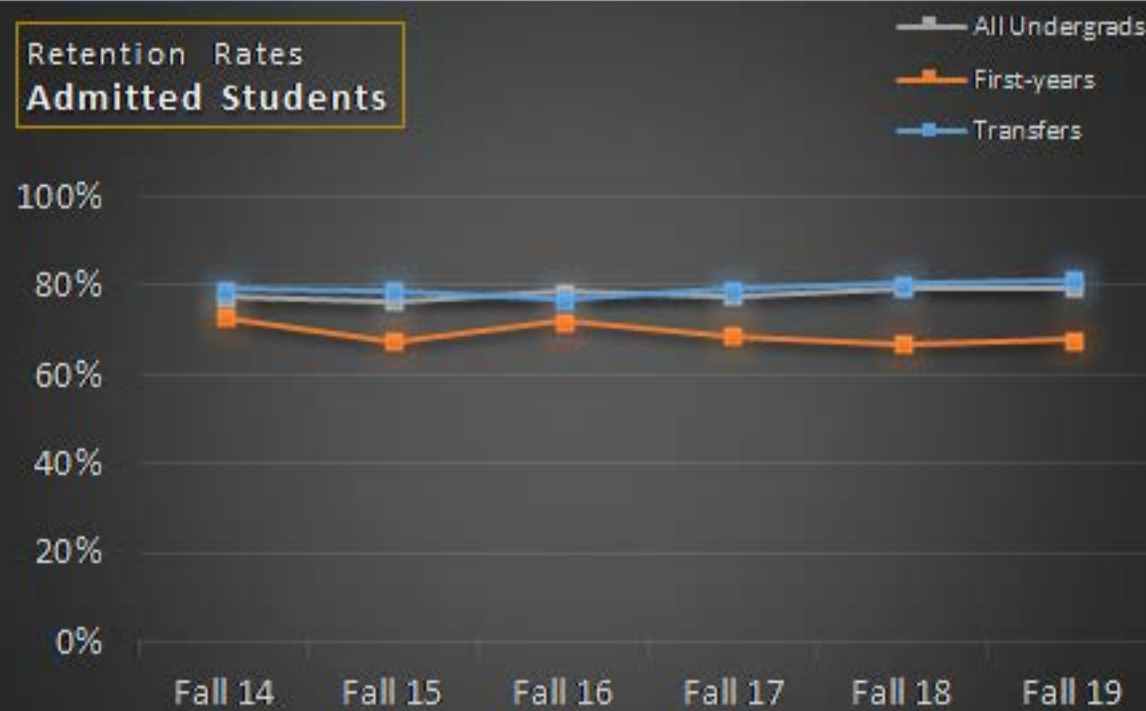
New Students Headcount



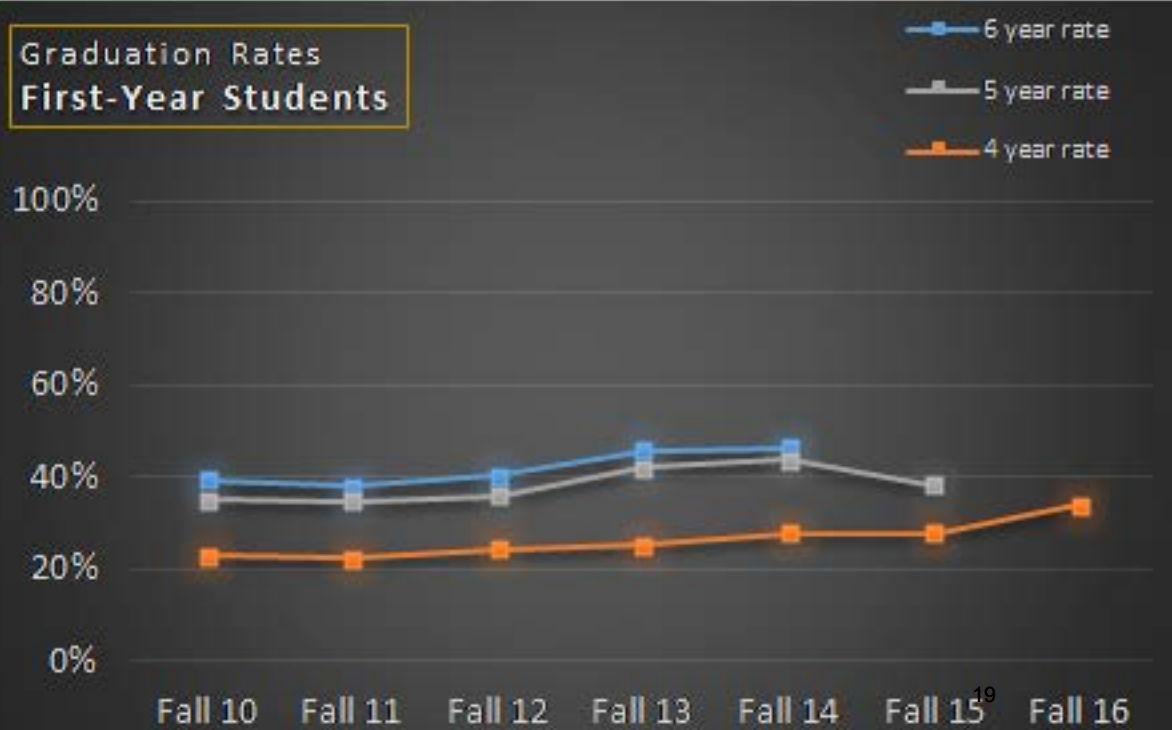
UG Fee Categories FTE



Retention Rates Admitted Students



Graduation Rates First-Year Students



Curriculum Update

Bachelor of Science in Sustainability (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: Sustainability BS

CIP Code: (Classification of Instructional Program): 33.3301 – Sustainability Studies

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)?

This second major within the Environmental Science & Policy program will serve students with interests in sustainable enterprises and non-profits. Many lower division courses and the capstone sequence will remain identical between majors. Upper-division courses will focus more heavily on business courses. The program will likely serve to increase enrollment in several of the sustainable business courses within the business program as well as social science courses offered by both ES&P and SOAN. In addition, this major will require EC 201. The economics program, SOAN program, and business program have been actively involved in the planning of the major since spring term.

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.

Emails have been attached.

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?

No immediate needs are anticipated. This major will borrow from existing courses in ES&P, SOAN, ECON, and Business. Three new courses in sustainable agriculture are being added immediately. A course in environmental justice may likely follow next year. IF, we see dramatic increases in enrollment over the next two years, we will likely need to begin offering several of our courses twice per year. This would require

additional faculty or the use of adjuncts to cover some of our lower division labs. We have several interested faculty members in our adjunct pool at the moment that could accomplish this task.

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

No additional or new space will be needed to host this new major.

- 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.***)

Yes. Report 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.

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

Attached

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

Attached

4/29/16

Sustainability, BS

Requirements for the Major

1.

Fulfill baccalaureate degree requirements. Complete a total of 180 credits including a minimum of 55 credits in upper division Environmental Science and Policy or related courses, 36 credits of which must be completed at SOU.

2.

Students must have no grade lower than a C- in all coursework that will be applied to the major and have a minimum 2.5 GPA in SOU Sustainability courses required for graduation. Note: Only practicum (ES 409) and internship (ES 498) courses are P/NP; no other lower division Sustainability core courses or upper division Sustainability courses may be taken P/NP.

3.

Complete the requirements for the Sustainability major.

Sustainability Requirements

(86-87 credits)

Required Lower Division Core (32 credits):

ES 100 - The Southern Oregon Bioregion 2 credits

ES 101 - Introduction to Environmental Science: Earth Science 4 credits

ES 102 - Introduction to Environmental Science: Biological Science 4 credits

ES 103 - Introduction to Environmental Science: Social Science 4 credits

ES 210 - Environmental Challenges and Solutions 4 credits

MTH 243 - Introduction to Statistical Methods 4 credits

EC 201 – Principles of Microeconomics 4 credits

ES 120 – Sustainable Food Systems: The Harvest 2 credits

ES 121 – Sustainable Food Systems: The Field 2 credits

ES 122 – Sustainable Food Systems: The Planting 2 credits

Upper Division Sustainability Core Requirements (12 credits):

ES 423 – Sustainability and Natural Resources 4 credits

ES 421 – Ecological Economics and Sustainable Development 4 credits

BA 483 – Sustainability Leadership 4 credits

Upper Division Natural and Physical Science Options – Choose 2 (8 credits):

ES 327 -Energy and Climate Change 4 credits

ES 354 -Marine Conservation 4 credits

ES 314 -Hydrology 4 credits

ES 360 -Environmental Geology 4 credits

ES 379 -Biodiversity 4 credits

ES 433 -Soil Science 4 credits

ES 435 - Water Resources 4 credits

ES 480 -Forest Ecology 4 credits

ES 482 – Climatology 4 credits

ES 483 -Restoration Ecology 4 credits

ES 481 - Geomorphology 4 credits

Upper Division Business and Ecological Economics Options – Choose 2 (8 credits):

BA 374 -Principles of Management

BA 430A - Nonprofit Grant Writing

BA 490 - Case Studies in Corporate Sustainability

ES 442 - Valuation of Ecosystem Goods and Services

ES 475 - Environmental Modeling

BA 411 - Sustainable Tourism

Upper Division Society and Community Options– Choose 2 (8 credits):

SOAN 425 - Food, Power, and Agriculture 4 credits

ES 437 - Conservation in the USA 4 credits

ES 439 - Land Use Planning 4 credits

SOAN 420 - Environmental Sociology 4 credits

SOAN 355 - People and Forests 4 credits

SOAN 311 - Community Studies 4 credits

ES 351 - Environmental Policy and Impact Analysis 4 credits

SOAN 451 - Cultural Ecology 4 credits

SOAN 452 - Global Environmental Movements 4 credits

Research Gateway (8-9 credits)

ES 310 – Environmental Research Design 4 credits

ES 386 – Environmental Data Analysis 5 credits

OR SOAN 327 – Quantitative Data Analysis 4 credits

Capstone Requirements (10 credits):

ES 494A - Environmental Science and Policy Capstone I 2 credits

ES 494B - Environmental Science and Policy Capstone II 2 credits

ES 494C - Environmental Science and Policy Capstone III 2 credits

ES 498 - Internship 1-16 credits (4 credits required)

To: Vincent Smith, Associate Professor, Environmental Science and Policy, Sociology & Anthropology
From: Kate Cleland-Sipfle, librarian for Environmental Science and Policy, Sociology & Anthropology

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).

Proposed Major in Sustainability

Existing courses and a new series in sustainable food systems for the Major in Sustainability would draw from materials in multiple disciplines. This assessment of library resources is of necessity selective and draws from known emphases.

Books

Hannon Library print and electronic books and Summit books are available to students, faculty and staff at SOU. Summit is the library catalog of the 37-member Orbis Cascade Alliance of which SOU is a member.

A search on terms related to sustainability and food systems brought up the following results in the Hannon library catalog

	Hannon Print Books	Hannon Ebooks	Summit Print Books Not at SOU
Any year	100	304	1,400
2000-present	68	283	919

A search on Agricultural systems or agricultural ecology or organic farming resulted in

	Hannon Print Books	Hannon Ebooks	Summit Print Books Not at SOU
Any year	105	168	1,251
2000-present	61	157	568

State and Federal Government Documents

Hannon Library is a selective federal depository library for US online and print government documents and is a full Oregon state government document depository. Additional federal documents are available through the GPO website or in paper through the Summit libraries.

Databases

Core databases to support a Major in Sustainability at SOU are available at SOU. These offer full text or indexing and abstracting for academic journals, trade publications, general periodicals and more genres: *ProQuest Agricultural & Environmental Science Collection*

Includes 428 journals in agriculture or food and food industries. The database provides coverage of 490 additional journals in environmental science and policy.

Databases (continued)

Ebsco GreenFILE

Gale in Context: Environmental Studies (especially useful for lower division)

The interdisciplinary nature of Sustainability is well supported by the following databases and more:

ProQuest Central

ProQuest Business (includes ABI Inform)
ProQuest Social Science Premium Collection
SocIndex
Econlit

The following databases cover other supporting areas for Sustainability:

Nexis Uni for news and legal materials

America's News, New York Times, New York Times Retrospective for current and historic news

Journals

Hannon Library provides most journal access online through subscriptions, publisher journal packages (Wiley, Springer, Sage, Taylor & Francis) and coverage in databases (above), while keeping a physical collection in Periodicals with backfile not available electronically, and a small current browsing collection. In cases where current online availability through databases is embargoed for a period of time (often one year), students are referred to a request link (InterLibrary Loan).

Examples of core journals for this Major include (available online):

Agroecology and Sustainable Food Systems

Agronomy for Sustainable Development

Current Opinion in Environmental Sustainability

Experimental Agriculture

Global Sustainability

International Journal of Agronomy

International Journal of Agriculture and Economic Development

International Journal of Sustainable Development and World Ecology

Journal of Sustainable Tourism

Renewable Agriculture and Food Systems (1 year embargo)

Restoration Ecology

Urban Agriculture and Regional Food Systems

The Journal of Agriculture, Food Systems and Community Development, a core journal, is a principal lack, with indexing and abstracting through the present and limited full text (content after Summer 2013 may be requested through InterLibrary Loan through the Hannon Catalog). Hannon Library currently subsidizes the full cost of InterLibrary Loan for SOU students.

Streaming Videos and DVD's

Hannon Library offers the *Academic Video Online (AVON)* collection with over 72,000 titles. This collection includes documentaries and feature films with content relevant to sustainability, food systems, and related topics. The library's DVD collection of documentaries and significant feature films reflects teaching priorities in recent years. Faculty requests for streaming video outside the AVON package are accommodated as funds permit.

Adequacy of Hannon Library Holdings to Support the Major in Sustainability

No new print or online journals can be purchased at this time. Fortunately, our subscriptions, packages and databases provide fairly extensive core coverage. If it proves possible in the future to add new subscriptions for journals, *The Journal of Agriculture, Food Systems and Community Development* in full text would be an important addition for this Major. The sample book holdings above indicate that SOU has a fledgling collecting consisting mostly of recent materials. Enhancing collections and staying

current in these areas through new book purchases will require either increased support for the Major or result in diminution of resources for purchase of other important areas within Sociology and Environmental Sciences and Policy. For this reason, a strategic fund of \$1000 is requested for purchase of print and electronic books to jumpstart the program, and a separate budget line is recommended in future years to better support the Major.

Recommended amount in the HECC Budget Outline form:

Library/Printed \$500

Library/Electronic \$500

Thank you for the opportunity to learn about the proposed Major and respond regarding the library's capacity to support it well.

SUPPORT FROM MATH

Tue, Oct 20, 2:13 PM
(10 days ago)

Vincent Smith <smithv3@sou.edu>
to Curtis

Will do, thanks!

Vincent M. Smith, PhD

Associate Professor, Environmental Science & Policy, Sociology & Anthropology
Chair, Environmental Science & Policy
Director, The Farm at SOU: A Center for Sustainability
Southern Oregon University | 1250 Siskiyou Blvd | Ashland OR 97520
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Why I'm at SOU: <https://www.youtube.com/watch?v=Ski0MzPd5IM>

On Tue, Oct 20, 2020 at 12:29 PM Curtis Feist <feistc@sou.edu> wrote:
Hi Vincent,

You have our unanimous and enthusiastic support.

Thanks for reaching out, and please keep me updated as things develop.

Cheers,

Curtis

On Fri, Oct 16, 2020 at 11:36 AM Vincent Smith <smithv3@sou.edu> wrote:

Perfect. Thank you.

Vincent M. Smith, PhD

Associate Professor, Environmental Science & Policy, Sociology & Anthropology
Chair, Environmental Science & Policy

Director, The Farm at SOU: A Center for Sustainability

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Why I'm at SOU: <https://www.youtube.com/watch?v=Ski0MzPd5IM>

On Thu, Oct 15, 2020 at 11:58 AM Curtis Feist <feistc@sou.edu> wrote:
Hi Vincent,

This sounds like something we would be happy to support.

We have a dept. meeting this coming Tuesday; unless you need to know before then I'd like to bring it up with our faculty and then get back to you.

Does that sound ok?

Curtis

On Thu, Oct 15, 2020 at 11:31 AM Vincent Smith <smithv3@sou.edu> wrote:
Curtis,

Over the past year I have worked with several programs in the development of a new sustainability major. I will be proposing the major this term. We have included MTH 243 as a lower-division requirement in the major. They will also be taking ES 386 (our upper-division environmental data analysis course). I need confirmation from you that MATH is willing to support additional students in these courses. I anticipate as many as 30 new majors in year one with as many as 100 majors over the next 3 years.

I will need to include your confirmation in my proposal. Thanks Curtis!!

Vincent M. Smith, PhD

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SUPPORT FROM SOAN

Vincent Smith <smithv3@sou.edu>

Wed, Oct 21, 10:00 AM (9 days ago) Fri, Oct 16, 11:35 AM

to Jessica

Jessica, in a last minute review of our sustainability curriculum, several colleagues pointed out that our current major permits students to take either our environmental data analysis course OR SOAN 327 quantitative data analysis. Most continue to take environmental data analysis, but we give them the option. Do we have the capacity in 327 for a few more students per year through the sustainability major?

Vincent M. Smith, PhD

Associate Professor, Environmental Science & Policy, Sociology & Anthropology
Chair, Environmental Science & Policy
Director, The Farm at SOU: A Center for Sustainability
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Attachments area

Jessica Piekielek

Wed, Oct 21, 4:37
PM (9 days ago)

to me

We still have a little wiggle room in those classes, especially the Fall section. That may change if Healthcare Admin. grows, since it's required for that major.

Jessica Piekielek
Professor of Anthropology
Chair, Sociology and Anthropology
Make an appointment with me by email or in [Navigate](#)
541-552-6599
Southern Oregon University | 1250 Siskiyou Blvd | Ashland OR 97520

<https://www.youtube.com/watch?v=YSXHZfUSGGE>

Attachments area

Preview YouTube video Study Sociology and Anthropology at Southern Oregon University



Vincent Smith <smithv3@sou.edu>

Wed, Oct 21, 5:06
PM (9 days ago)

to Jessica

Ok, sounds good.

Vincent M. Smith, PhD

Associate Professor, Environmental Science & Policy, Sociology & Anthropology
Chair, Environmental Science & Policy
Director, The Farm at SOU: A Center for Sustainability
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Why I'm at SOU: <https://www.youtube.com/watch?v=Ski0MzPd5IM>

Vincent Smith <smithv3@sou.edu>

to Jessica

Perfect Jessica. I will add the course to the list!!

Vincent M. Smith, PhD

Associate Professor, Environmental Science & Policy, Sociology & Anthropology
Chair, Environmental Science & Policy
Director, The Farm at SOU: A Center for Sustainability
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On Thu, Oct 15, 2020 at 2:46 PM Jessica Piekielek <piekielj@sou.edu> wrote:
Hi Vince,

Happy to see these SOAN courses included in the proposed sustainability major! I anticipate that SOAN will continue to regularly offer some combination of the courses you listed, or similar. SOAN 451: Cultural Ecology is also a good fit for the Society and Community section. I've attached the syllabus from last year.

Jessica

P.S.- I think you hold the record for number of lines promoting Navigate in an email signature.

Jessica Piekielek
Professor of Anthropology
Chair, Sociology and Anthropology
Make an appointment with me by email or in [Navigate](#)
541-552-6599
Southern Oregon University | 1250 Siskiyou Blvd | Ashland OR 97520

<https://www.youtube.com/watch?v=YSXHZfUSGGE>

On Thu, Oct 15, 2020 at 11:13 AM Vincent Smith <smithv3@sou.edu> wrote:
Jessica,

As we have discussed, I am proposing a sustainability major this year. As per our previous discussions, I have included several SOAN courses in the major.

There is a section titled Society and Community Core that includes a select two of the following:

SOAN 425
ES 437
ES 439
SOAN 420

SOAN 355
SOAN 311
ES 351
SOAN 452

I need confirmation from you that you are willing to support new sustainability majors in these SOAN courses. I anticipate as many as 30 new majors in the first year with up to 100 majors over the next 3 years. I imagine this will increase enrollment in all of these SOAN courses by a few students per year.

I will need to include your response in my proposal. Thank you!!

Vincent M. Smith, PhD

Associate Professor, Environmental Science & Policy, Sociology & Anthropology
Chair, Environmental Science & Policy
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Why I'm at SOU: <https://www.youtube.com/watch?v=Ski0MzPd5IM>

SUPPORT FROM ECON

Vincent Smith <smithv3@sou.edu>

Thu, Oct 15,
11:06 AM

to Bret

Bret,

I am still planning to propose a major in sustainability this term. As discussed, I have added EC 201 as a required lower-division course in the major. I need confirmation that you have the resources and staffing you will need to support this addition. I anticipate roughly 30 majors in the first year with growth that could exceed 100 majors in the next 3 years.

The major also includes a choose from the following section that includes business and some of John's ecological economics courses. This would be an ideal location for other upper-division Econ courses if you decide to pursue them with a new hire.

Thanks for your confirmation on this Bret. I will need to include your response in my proposal.

Vincent M. Smith, PhD

Associate Professor, Environmental Science & Policy, Sociology & Anthropology
Chair, Environmental Science & Policy
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Attachments area

Preview YouTube video Outstanding in :90 | Southern Oregon University





Bret Anderson

Thu, Oct 15,
11:14 AM

to me

Vince,

Economics is willing and able to accommodate sustainability majors into EC 201. We teach multiple sections of the course each year and can easily scale it up if needed. As well, the addition of a sustainability major has the potential to influence the nature of any new hire that econ would request. I think this collaboration will be very fruitful.

Best,

~Bret

--

Bret Anderson, Ph.D.
Associate Professor and Chair of Economics
Southern Oregon University

1250 Siskiyou Blvd.
Taylor Hall Rm. 220
Southern Oregon University
Ashland, OR 97520
p: 541-552-8617
e: andersob6@sou.edu



Vincent Smith <smithv3@sou.edu>

Thu, Oct 15,
11:31 AM

to Bret

Thank you Bret!

Vincent M. Smith, PhD

Associate Professor, Environmental Science & Policy, Sociology & Anthropology
Chair, Environmental Science & Policy
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SUPPORT FROM BUSINESS

Vincent Smith <smithv3@sou.edu>

Thu, Oct 15,
11:10 AM

to Carlton, Pavlina

Jeremy and Pavlina,

As you both know, I am proposing a new major in sustainability this term. It includes several courses in business that Pavlina and I worked on last year. Those courses include:

BA 483 as a requirement for all majors

AND a Choose from the following upper division courses in Business and Economics that include the following:

BA 374

BA 430A

BA 490

ES 442

ES 475

BA 411

I need confirmation from you Jeremy that you are willing to support this major with these courses. Pavlina was excited to see increased enrollments in these courses so I'm hopeful it won't be much of an issue. I would anticipate 30 majors or so in our first year, but this could increase to 100 or more majors over the next three years.

I will include your response in my proposal. Thank you kindly!!

Vincent M. Smith, PhD

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Attachments area

Preview YouTube video Outstanding in :90 | Southern Oregon University





J. Carlton

Thu, Oct 15,
11:14 AM

to me, Pavlina

Hi Vince,

Thank you for this and wanting to include us in what will prove to be a new and exciting program! I will bring it before the faculty tomorrow to get their take and will follow up with you.

Kindest,

Jeremy Carlton

[pronouns: he, him, and his](#)

Southern Oregon University

Division of Business, Communication, and the Environment

Chair, School of Business

Office: Central Hall #121 + Remote Residence [Medford, OR - PST]

Office Phone: 541-552-6499 -- Cell: 541-625-3349 (texts welcome)

Email: carltonj@sou.edu

PERSONAL ZOOM LINK: <https://sou.zoom.us/my/jlcarlton>



Vincent Smith <smithv3@sou.edu>

Thu, Oct 15,
11:32 AM

to Carlton, Pavlina

Thank you Jeremy.

Vincent M. Smith, PhD

Associate Professor, Environmental Science & Policy, Sociology & Anthropology

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Pavlina McGrady

Thu, Oct 15,
11:35 AM

to me, Carlton

I am very excited about the new major, Vince! Looking forward to more students in the sustainability courses and the new program!
I will have to make my BA 483 more fun too...or maybe more serious since it will be a requirement :)

Perhaps three of us can chat at some point, going over the program objectives, curriculum, etc.

Best,
Pavlina

--

Pavlina McGrady, Ph.D., CHE, CHIA
Assistant Professor, School of Business
Tourism Management coordinator
Certificate in Sustainable Tourism coordinator
Southern Oregon University | 1250 Siskiyou Blvd | Ashland OR 97520
541-552-6895
Zoom ID: <https://sou.zoom.us/j/6570872423>

[Why I'm at SOU](#)

Please consider the environment before printing this e-mail.



Pavlina McGrady

Thu, Oct 15,
11:57 AM

to me, Carlton

Hi again, Vince.

Would you be able to share a quick program description, objectives, and maybe the required courses?...so that we have a slightly better idea... if you think it is OK to share?

Thanks,
Pavlina



Vincent Smith <smithv3@sou.edu>

Mon, Oct 19, 2:27 PM
(11 days ago)

to Pavlina, Carlton

I've attached the draft requirements as well as the program proposal. We don't have a mission, vision, etc. yet.

Suggestions welcome!!!

Vincent M. Smith, PhD

Associate Professor, Environmental Science & Policy, Sociology & Anthropology
Chair, Environmental Science & Policy
Director, The Farm at SOU: A Center for Sustainability
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2 Attachments

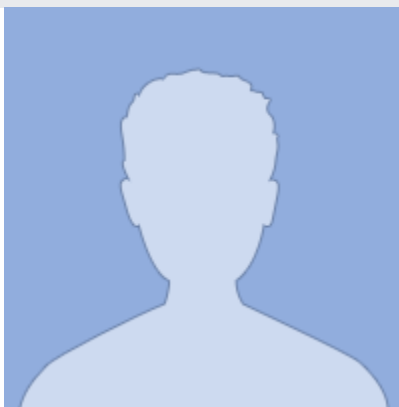


Pavlina McGrady

Mon, Oct 19, 2:31 PM
(11 days ago)

to me, Carlton

Thank you, Vince!



J. Carlton

Tue, Oct 20, 12:19 PM
(10 days ago)

to me

Thanks Vince!

On Thu, Oct 15, 2020 at 11:11 AM Vincent Smith <smithv3@sou.edu> wrote:

--



Vincent Smith <smithv3@sou.edu>

Tue, Oct 20, 2:27 PM
(10 days ago)

to Carlton

After you have had a chance to review, please let me know. I will need an email confirming your support.

Vincent M. Smith, PhD

Associate Professor, Environmental Science & Policy, Sociology & Anthropology
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Why I'm at SOU: <https://www.youtube.com/watch?v=Ski0MzPd5IM>



J. Carlton

Tue, Oct 20, 2:39 PM
(10 days ago)

to me

Hi Vince,

I have reviewed this and you can count on our support. We talked about it some at our last staff meeting and there wasn't any concern/push back. Please move forward.

Kindest,
Jeremy



Vincent Smith <smithv3@sou.edu>

Tue, Oct 20, 2:40 PM
(10 days ago)

to Carlton

Thank you Jeremy.

Vincent M. Smith, PhD

Associate Professor, Environmental Science & Policy, Sociology & Anthropology
Chair, Environmental Science & Policy
Director, The Farm at SOU: A Center for Sustainability
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Proposal for a New Academic Program

Institution: Southern Oregon University

College/School: Division of Business, Communication, and the Environment

Department/Program Name: Environmental Science & Policy

Degree and Program Title: BS in Sustainability

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number.
33.3301 – Sustainability Studies
- b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The environmental science & policy program at Southern Oregon University currently delivers a robust Bachelor of Science degree in Environmental Science & Policy. The program is delivered to roughly 100 majors each year through courses taught by dedicated environmental science & policy faculty members, jointly appointed faculty members, and through courses offered by related programs such as Biology and Sociology & Anthropology. The program currently offers a major, minor, and a certificate in sustainability leadership. The certificate in sustainability leadership is a partnership between environmental science & policy and business.

Over the past several years, both the business program and the environmental science & policy program have developed new courses to meet the increased need for sustainability professionals. These emerging jobs in for-profit businesses, non-profit businesses, and government agencies require professionals with a robust set of skills in biological sciences, physical sciences, economics, business, and communication. In addition, the emerging discipline of sustainability science has contributed several concepts, theories, and research of its own. This new major in sustainability will call upon courses taught in business, environmental science & policy, and sociology & anthropology to deliver a unique curriculum for students interested in pursuing the diverse field of sustainability. The program will additionally offer a new minor in sustainability based on a similar course structure.

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

Requirements for the Major

1.

Fulfill baccalaureate degree requirements. Complete a total of 180 credits including a minimum of 55 credits in upper division Environmental Science and Policy or related courses, 36 credits of which must be completed at SOU.

2.

Students must have no grade lower than a C- in all coursework that will be applied to the major and have a minimum 2.5 GPA in SOU Sustainability courses required for graduation. Note: Only practicum (ES 409) and internship (ES 498) courses are P/NP; no other lower division Sustainability core courses or upper division Sustainability courses may be taken P/NP.

3.

Complete the requirements for the Sustainability major.

Sustainability Requirements

(86-87 credits)

Required Lower Division Core (32 credits):

ES 100 - The Southern Oregon Bioregion 2 credits

ES 101 - Introduction to Environmental Science: Earth Science 4 credits

ES 102 - Introduction to Environmental Science: Biological Science 4 credits

ES 103 - Introduction to Environmental Science: Social Science 4 credits

ES 210 - Environmental Challenges and Solutions 4 credits

MTH 243 - Introduction to Statistical Methods 4 credits

EC 201 – Principles of Microeconomics 4 credits

ES 120 – Sustainable Food Systems: The Harvest 2 credits

ES 121 – Sustainable Food Systems: The Field 2 credits

ES 122 – Sustainable Food Systems: The Planting 2 credits

Upper Division Sustainability Core Requirements (12 credits):

ES 423 – Sustainability and Natural Resources 4 credits

ES 421 – Ecological Economics and Sustainable Development 4 credits

BA 483 – Sustainability Leadership 4 credits

Upper Division Natural and Physical Science Options – Choose 2 (8 credits):

ES 327 - Energy and Climate Change 4 credits

ES 354 - Marine Conservation 4 credits

ES 314 - Hydrology 4 credits

ES 360 - Environmental Geology 4 credits

ES 379 - Biodiversity 4 credits

ES 433 - Soil Science 4 credits
ES 435 - Water Resources 4 credits
ES 480 - Forest Ecology 4 credits
ES 482 – Climatology 4 credits
ES 483 - Restoration Ecology 4 credits
ES 481 - Geomorphology 4 credits

Upper Division Business and Ecological Economics Options – Choose 2 (8 credits):

BA 374 - Principles of Management 4 credits
BA 430A - Nonprofit Grant Writing 4 credits
BA 490 - Case Studies in Corporate Sustainability 4 credits
ES 442 - Valuation of Ecosystem Goods and Services 4 credits
ES 475 - Environmental Modeling 4 credits
BA 411 - Sustainable Tourism 4 credits

Upper Division Society and Community Options– Choose 2 (8 credits):

SOAN 425 - Food, Power, and Agriculture 4 credits
ES 437 - Conservation in the USA 4 credits
ES 439 - Land Use Planning 4 credits
SOAN 420 - Environmental Sociology 4 credits
SOAN 355 - People and Forests 4 credits
SOAN 311 - Community Studies 4 credits
ES 351 - Environmental Policy and Impact Analysis 4 credits
SOAN 451 - Cultural Ecology 4 credits
SOAN 452 - Global Environmental Movements 4 credits

Research Gateway (8-9 credits)

ES 310 – Environmental Research Design 4 credits
ES 386 – Environmental Data Analysis 5 credits
OR SOAN 327: Quantitative Data Analysis (4 credits)

Capstone Requirements (10 credits):

ES 494A - Environmental Science and Policy Capstone I 2 credits
ES 494B - Environmental Science and Policy Capstone II 2 credits
ES 494C - Environmental Science and Policy Capstone III 2 credits

ES 498 - Internship 1-16 credits (4 credits required)

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

The newly proposed major and minor will be offered on SOU's main campus in Ashland. The curriculum is designed to be offered in-person largely using courses that are already being offered on the campus in four departments (Environmental Science & Policy, Business, Sociology & Anthropology, and Economics). One of the required lower-division courses and one of the upper-division elective options are currently taught online during summer sessions. Additional courses are being proposed to enhance offerings in sustainable food systems utilizing The Farm at SOU.

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

The program outlined above will be delivered entirely by full-time faculty members. No adjunct faculty are currently used to teach the courses proposed in the major or minor.

Faculty members include:

Dr. Vincent M. Smith	Associate Professor in Environmental Science & Policy and Sociology & Anthropology	Human Ecology, Agroecology, Sustainability Science
Dr. John Gutrich	Professor in Environmental Science & Policy	Ecological Economics
Dr. Karen Mager	Assistant Professor in Environmental Science & Policy	Ecology, Climate Adaptation
Dr. Scott Maguffin	Assistant Professor in Environmental Science & Policy	Hydrology, Geomorphology
Dr. Jamie Trammell	Associate Professor in Environmental Science & Policy	Geospatial Science, Climatology, Land Use
Ms. Leslie Eldridge	Instructor in Environmental Science & Policy	Education, Conservation, Marine Biology
Dr. Ellen Siem	Senior Instructor in Physics and Chemistry	Fluid dynamics, Alternative Energy
Dr. Bret Anderson	Associate Professor in Economics	Human Development, Market Inequalities
Dr. Mark Shibley	Professor in Sociology & Anthropology	Environmental Sociology, Forests and Fire

Dr. Mark Tveskov	Professor in Sociology & Anthropology	Archaeology, Cultural Ecology
Dr. Jessica Piekielek	Associate Professor in Sociology & Anthropology	Cultural Anthropology, Environmental Anthropology
Dr. Pavlina McGrady	Assistant Professor in Business	Sustainable Business, Sustainable Tourism
Dr. Donna Lane	Professor in Business	Computer Information Science, Business Management
Mr. Jeremy Carlton	Instructor in Business	Environmental Ethics, Sustainability

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

As noted above, all faculty members teaching regularly in this program are full-time faculty members. If enrollment increased dramatically, some lower-division courses in environmental science & policy could be taught by regionally interested adjunct faculty members. All but two of the faculty members teaching in this program hold doctoral degrees in areas of specialization relevant to this major and its curriculum.

g. Other staff.

In addition to faculty members identified here, two additional staff members have been essential in the development of the major and minor and will be collaborating in projects, internships, and research for undergraduates.

Jill Smedstad, Coordinator of the Student Sustainability Center (Student Life)

Rebecca Walker, Sustainability and Recycling Coordinator, (Facilities)

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

The sustainability major and minor will be delivered on SOU's main Ashland campus. All lab courses will be delivered from the newly renovated Science Building. The program will be supported by the Hannon Library with direct support by a dedicated librarian, Kate Cleland-Sipfle. The Hannon Library has indicated that resources, databases, and support are all in place to support this new major. In addition, course instruction will take place at The Farm at SOU: A Center for Sustainability and throughout southern Oregon through our numerous field courses.

i. Anticipated start date.

September, 2021

2. Relationship to Mission and Goals

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

Southern Oregon University is a regionally-engaged learning community committed to being the educational provider of choice for learners throughout their lives.

We inspire curiosity and creativity, compel critical thinking, foster discovery, and cultivate bold ideas and actions.

We achieve student success, professional preparation, and civic engagement through service excellence, evolving technologies, and innovative curriculum.

We foster access, equity, inclusion and diversity in thought and practice.

We prepare our learners to be responsible, engaged citizens in our democracy.

We promote economic vitality, sustainability, cultural enrichment, and social well-being in our region, the state, the nation, and the world.

The university has identified seven strategic directions. Strategic direction three is that “SOU will actively model an environmentally sustainable campus and engage in collaborative research to promote an ecologically-resilient bioregion.”

Goal One: SOU will be a model sustainable institution of higher education, integrating sustainable planning, practices, policies, and education throughout the university.

Goal Two: SOU will strengthen its organizational and financial infrastructure to support the advancement, promotion and reach of environmental sustainability at SOU.

Goal Three: SOU will integrate sustainability, the environment, and conservation into its curriculum, scholarship, and creative activity.

Goal three of strategic direction seven inspired the development of this new major and direction.

- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

The sustainability major will broaden access to higher education in the fields of environmental science and sustainability. SOU’s current major focuses heavily on upper-division natural and physical sciences. Students with strong interests in sustainability, but lacking an interest in hard sciences are currently unable to find a specific area of interest in southern Oregon. This new major will broaden reach and breadth of content delivery at SOU. SOU’s location within a region heavily focused on natural resource management, sustainable technology, and agriculture provide ideal opportunity to focus research and scholarship on sustainable solutions to Oregon’s growing challenges.

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

- i. improve educational attainment in the region and state;

As noted earlier, the environmental science & policy program at SOU loses students each year who are interested in environmental protection and sustainability, but who are not interested in or who are unable to complete a curriculum heavy in natural and physical lab sciences. This additional major will increase the retention of students in the program, permit a larger recruitment potential, and permit students

to identify more specific areas of interest to benefit Oregon's growing sustainable business focus.

- ii. respond effectively to social, economic, and environmental challenges and opportunities; and

The new sustainability major is a direct response to Oregon's environmental challenges. The program will now deliver a wide range of courses, two majors, two minors, and two certificates permitting students to focus on environmental challenges that range from stream hydrology and restoration to corporate sustainability.

- iii. address civic and cultural demands of citizenship.

One of the program's core objectives is: "Students will act as global citizens and engage in civic activities in their community addressing sustainability." We accomplish this objective through several measurable strategies. First, all students in the sustainability major will be required to complete a 120-hour internship. These internships with established regional and statewide partners provide an exchange of ideas and resources that are mutually valuable. Second, all sustainability majors will be required to complete a 2-year long capstone project. These projects which can range from basic science to project implementation will now include the development of sustainability plans for regional businesses and the drafting of new energy policies for regional governments. Students leave the program understanding the role of engaged citizens because we demand our students to be engaged citizens as part of their student experience.

3. Accreditation

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

NO. There are no accrediting bodies for sustainability education. The program will continue to meet all requirements of the Northwest Commission on Colleges and Universities through program assessment, accreditation reporting, and regular program reviews.

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

4. Need

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

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Head Count	20	35	50	65	70
FTE	900	1575	2250	2925	3150

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

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Environmental Science & Policy Majors	30	25	20	20	20
Sustainability Majors	0	10	15	20	25

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

We anticipate that this new major in sustainability will attract a similar demographic as our current major in environmental science & policy. Current student demographics are as follows:

- Percent of students who are full-time: 82.3%
- Percent of students who are 25 or older: 27.0%
- Percent of students who are non-white: 39.9%
- Percent of students who are Oregon residents: 50.4%
- Percent of students who are veterans: 4.4%

d. Evidence of market demand.

As indicated throughout this proposal, sustainability professionals are being sought after in many Fortune 500 companies, non-profits, and agencies. In a 2014 survey of business executives by McKinsey Global Institute, 49% of CEOs stated that sustainability was one of the top three agenda items for the company. The emergence of professional conferences and professional organizations such as the International Society of Sustainability Professionals are also indicative of a growing market for sustainability professionals. Locally, our program’s advisory council has further indicated a need for students trained in interdisciplinary sustainability skills.

- e. If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).
- f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

Some independent licensure does now exist in this field. The International Society of Sustainability Professionals does offer an ISSP Sustainability Professional Certification. This

certification involves an online exam. Students graduating from our program will be well positioned to complete this exam successfully should they desire the certification.

Occupational opportunities include:

1. Sustainability specialist
2. Climate Change analyst
3. Sustainability consultant
4. Energy consultant
5. Science/Environmental education
6. Risk management specialist
7. Corporate sustainability strategist
8. Non-profit management
9. Urban and/or regional planner
10. International sustainable development

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Expected learning outcomes for the sustainability major are similar to those of our existing major; environmental science & policy. Modifications have been made to highlight the specific interdisciplinary focus on environmental science, business, economics, and sociology.

Knowledge Outcome:

Students will be able to define and describe the fundamental scientific processes and major national/international laws or protocols relevant to sustainability in the natural/physical sciences, social sciences, in business and in economics.

Skill Outcomes:

Students will communicate effectively about sustainability issues in writing, speech, and visual images.

Students will be able to analyze hypotheses and sustainability problems utilizing statistical and data analyses.

Students will be able to develop and interpret sustainability indicators through application in a range of systems, certifications, and indices.

Disposition Outcome:

Students will act as global citizens and engage in civic activities in their community addressing sustainability.

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

All learning outcomes are tracked as an institution using Nuventive Improve Software. Each of our learning outcomes will be tracked in the system through the use of one or more means of assessment. Those means of assessment are as follows:

Knowledge Outcome:

1. As a compliment to assessment and evaluation strategies ES&P utilizes a student self-assessment of outcomes. Students complete the self-assessment in their senior year as part of capstone. The survey asks students to address their perceptions of knowledge, skills, and dispositions.
2. Students participate in three courses (ES 210, ES 310, ES 494) taken in the junior and senior year designed to develop scientific communication skills. Each class has an associated term-long research paper. Three faculty members assess each paper against our standard rubric for knowledge outcomes. Expectations are assessed and reported annually across these courses.

Skill Outcome 1:

1. Students participate in three courses (ES 210, ES 310, ES 494) taken in the junior and senior year designed to develop scientific communication skills. Each class has an associated term-long research paper. Three faculty members assess each paper against our standard rubric. Communication quality is assessed and reported annually across these courses.
2. All students participate in a senior oral communication assessment at the Southern Oregon Arts and Research conference. ES&P faculty assess student performance using a standard oral communication rubric.

Skill Outcome 2:

1. As a compliment to assessment and evaluation strategies ES&P utilizes a student self-assessment of outcomes. Students complete the self-assessment in their senior year as part of capstone. The survey asks students to address their perceptions of knowledge, skills, and dispositions.
2. All sustainability students will complete a term-long data analysis task in ES 386 designed to demonstrate proficiency in scientific data analysis and scored by three members of the ES&P faculty using a data analysis rubric.

Skill Outcome 3:

1. All sustainability students will complete a term-long sustainability assessment in ES 423 designed to demonstrate proficiency in developing and interpreting sustainability indicators using the STARS reporting system. Projects are scored by three members of the ES&P faculty using a program-level rubric.
2. As a compliment to assessment and evaluation strategies ES&P utilizes a student self-assessment of outcomes. Students complete the self-assessment in their senior year as part of capstone. The survey asks students to address their perceptions of knowledge, skills, and dispositions.

Disposition Outcome:

1. All Sustainability students will be asked to develop a capstone that involves collaborative, community-based research and/or problem solving. Our capstone advisor determines whether or not students actively engage community and stakeholders.
- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.
- Faculty scholarship expectations are determined by the departmental performance expectations for promotion & tenure. The extent to which a faculty member meets these expectations is regularly assessed through annual chair evaluations, evaluations

of the FPAR. Faculty will be subject to review based on the expectations of their home department. As an example of scholarship expectations in environmental science & policy, a faculty member wishing to meet the minimum acceptable level of scholarship in a promotion decision would need to meet the following

- At least one publication in a nationally recognized and refereed journal
- Participation in regional research to advance departmental and/or university mission (commissions/extramural funding/program evaluation/consulting)
- Demonstrated participation in the review of scientific data for publication or presentation.
- Disseminates professional research/expertise in at least one public form to potentially include (seminars, meetings, boards, commissions, conferences)

6. Program Integration and Collaboration

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

The only closely related program at SOU is the major in environmental science & policy. As noted throughout this proposal, these two majors will serve to better meet the range of interests and career directions of interested students. It will also serve to improve recruitment of students by providing more specific course directions for students.

Similar programs in Oregon:

Oregon State University: Sustainability Double Degree. This program permits students to earn a second BS in Sustainability by completing 32 credits of sustainability coursework beyond the first major.

Western Oregon University: Major in Sustainability: Students can earn a BS in sustainability by completing 60 credits of coursework in sustainability. This program is the most similar to the proposed new program at SOU. However, the program at WOU requires students to choose from one of two concentrations in either environment or business. Our proposed program requires students to take courses in three areas of concentration (Natural and Physical Science, Business and Economics, and Community and Society). As a result, the proposed major at SOU is substantially larger. (WOU=60 credits, SOU=86-87 credits)

Eastern Oregon University: Sustainable Rural Systems Degree. Focus is on rural and agricultural systems management.

University of Oregon Environmental Studies Major: University of Oregon hosts both an Environmental Science and Environmental Studies major. The Environmental Studies major is similar in some ways to our proposed major in sustainability.

Oregon Tech: Renewable Energy Engineering Degree. Focuses entirely on engineering perspectives and technology in renewable energy.

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

The BS in Sustainability at SOU will directly complement the existing BS in Environmental Science & Policy. Both majors will be directed by the same academic unit. The new major

in sustainability reduces the total number of credits required in upper-division natural and physical sciences and dramatically increases the number of credits required in business and culture. The two complimentary majors will rely on some of the same courses and courses sequences, but will have significantly different goals and objectives. Students graduating in the environmental science & policy program graduate with a breadth of upper division science courses perfect for application to federal and state resource agencies. Students graduating with a degree in sustainability will be better prepared for jobs in non-profits and corporations working to advocate for or implement sustainability programming.

Some existing collaborations between Oregon university programs already exist and can be further developed through this new major. One strong existing relationship exists between SOU's environmental science & policy program and Southern Oregon Research and Extension Center. We regularly share students with SOREC and have co-authored grants, shared research projects, and served on many regional boards and commissions together. In addition, our students will continue to participate annually in WOHESC (Washington Oregon Higher Education Sustainability Conference). This annual conference brings together undergraduate students, graduate students, staff, and faculty together from universities across Oregon and Washington. Each year we discuss opportunities for collaboration, curriculum development, best practices, regional implementation grants, etc.

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

It is unlikely, though possible that the existence of a new program in sustainability at SOU will compete with other Oregon institutions. However, given the current demographic of SOU students, we are far more likely to compete with similar programs in California.

7. External Review

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

Revised May 2016

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: Sustainability Minor

CIP Code: (Classification of Instructional Program): 33.3301 – Sustainability Studies

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)?
This second minor within the Environmental Science & Policy program will serve students with interests in sustainable enterprises and non-profits. Many lower division courses and some upper-division courses will remain identical between minors. Upper-division courses will focus more heavily on business courses. The program will likely serve to increase enrollment in several of the sustainable business courses within the business program as well as social science courses offered by both ES&P and SOAN. In addition, this minor will require EC 201. The economics program, SOAN program, and business program have been actively involved in the planning of the major and minor since spring term.
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.
Emails have been attached.
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?
No immediate needs are anticipated. This major and minor will borrow from existing courses in ES&P, SOAN, ECON, and Business. Three new courses in sustainable agriculture are being added immediately. A course in environmental justice may likely follow next year. IF, we see dramatic increases in enrollment over the next two years, we will likely need to begin offering several of our courses twice per year. This would require additional faculty or the use of adjuncts to cover some of our lower division labs. We have several interested faculty members in our adjunct pool at the moment that could accomplish this task.

- b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
No additional or new space will be needed to host this new major.
 - 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.***)
Yes. Report 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.
- 4. Catalog copy for the new program, including requirements and electives.
Attached
 - 5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

4/29/16

Sustainability Minor

Students must meet all applicable requirements listed in the Minors section of this catalog, including the Minor residence requirement.

(26 credits)

Required Lower Division

(14 credits)

ES 101 - Introduction to Environmental Science: Earth Science 4 credits

OR

ES 102 - Introduction to Environmental Science: Biological Science 4 credits

ES 103 - Introduction to Environmental Science: Social Science 4 credits

EC 201 – Principles of Microeconomics 4 credits

ES 120: Sustainable Food Systems: The Harvest 2 credits

OR

ES 121: Sustainable Food Systems: The Field 2 credits

OR

ES 122 Sustainable Food Systems: The Planting 2 credits

Upper Division Sustainability Core (12 credits)

ES 423 -Sustainability and Natural Resources 4 credits

ES 421 -Ecological Economics and Sustainable Development 4 credits

BA 483 - Sustainability Leadership 4 credits

To: Vincent Smith, Associate Professor, Environmental Science and Policy, Sociology & Anthropology
 From: Kate Cleland-Sipfle, librarian for Environmental Science and Policy, Sociology & Anthropology

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).

Proposed Minor in Sustainability

Existing courses and a new series in sustainable food systems for the Minor in Sustainability would draw from materials in multiple disciplines. This assessment of library resources is of necessity selective and draws from known emphases.

Books

Hannon Library print and electronic books and Summit books are available to students, faculty and staff at SOU. Summit is the library catalog of the 37-member Orbis Cascade Alliance of which SOU is a member.

A search on terms related to sustainability and food systems brought up the following results in the Hannon library catalog

Hannon Print Books	Hannon Ebooks	Summit Print Books Not at SOU
Any year 100	304	1,400
2000-present 68	283	919

A search on Agricultural systems or agricultural ecology or organic farming resulted in

Hannon Print Books	Hannon Ebooks	Summit Print Books Not at SOU
Any year 105	168	1,251
2000-present 61	157	568

State and Federal Government Documents

Hannon Library is a selective federal depository library for US online and print government documents and is a full Oregon state government document depository. Additional federal documents are available through the GPO website or in paper through the Summit libraries.

Databases

Core databases to support a Minor in Sustainability at SOU are available at SOU. These offer full text or indexing and abstracting for academic journals, trade publications, general periodicals and more genres:

ProQuest Agricultural & Environmental Science Collection

Includes 428 journals in agriculture or food and food industries. The database provides coverage of 490 additional journals in environmental science and policy.

Ebsco GreenFILE

Gale in Context: Environmental Studies (especially useful for lower division)

The interdisciplinary nature of Sustainability is well supported by the following databases and more:

ProQuest Central

ProQuest Business (includes ABI Inform)

ProQuest Social Science Premium Collection

SocIndex

Econlit

Minor in Sustainability, P. 2

The following databases cover other supporting areas for Sustainability:

Nexis Uni for news and legal materials

America's News, New York Times, New York Times Retrospective for current and historic news

Journals

Hannon Library provides most journal access online through subscriptions, publisher journal packages (Wiley, Springer, Sage, Taylor & Francis) and coverage in databases (above), while keeping a physical collection in Periodicals with backfile not available electronically, and a small current browsing collection. In cases where current online availability through databases is embargoed for a period of time (often one year), students are referred to a request link (InterLibrary Loan).

Streaming Videos and DVD's

Hannon Library offers the *Academic Video Online (AVON)* collection with over 72,000 titles. This collection includes documentaries and feature films with content relevant to sustainability, food systems, and related topics. The library's DVD collection of documentaries and significant feature films reflects teaching priorities in recent years. Faculty requests for streaming video outside the AVON package are accommodated as funds permit.

Adequacy of Hannon Library Holdings to Support the Minor in Sustainability

No new print or online journals can be purchased at this time. Fortunately, our subscriptions, packages and databases provide adequate core coverage. The sample book holdings above indicate that SOU has a fledgling collecting consisting mostly of recent materials. Enhancing collections and staying current in these areas through new book purchases will require either increased support for the program, for which a Major is also proposed, or result in diminution of resources for purchase of other important areas within Sociology and Environmental Sciences and Policy. For this reason, a strategic fund of \$1000 is requested for purchase of print and

electronic books to jumpstart the program, and a separate budget line is recommended in future years to better support the Minor and Major.

Recommended amount in the HECC Budget Outline form:

Library/Printed \$500

Library/Electronic \$500

Thank you for the opportunity to learn about the proposed Minor and respond regarding the library's capacity to support it well.

Certificate in Geospatial Science (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 Geospatial Science

CIP Code: (Classification of Instructional Program):

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)?
Over the past several years the Environmental Science & Policy program has been adding courses and faculty to engage students in geospatial sciences. The growing fields of GIS and remote sensing are in desperate need of well-trained graduates. This certificate will be delivered using courses exclusively taught in ES&P. No impact on other programs is expected. We anticipate students majoring in environmental science & policy may choose to complete the requirements for the certificate as well. We further anticipate a small number of regional working professionals from land use and natural resource management fields may join us as part-time students to complete this certificate.
2. Will any prerequisites or other course requirements affect other departments/programs? NO
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?
No immediate needs are anticipated. We regularly have availability in our remote sensing and GIS courses. With the hire of Dr. Karen Mager, we also have the ability to add a second section of ES 349 should it be needed in future years. If this certificate brings in a considerable number of external students, we would likely need to add a second section of ES 349.
 - b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
No additional or new space will be needed to host this new certificate.
 - 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.**)
Yes. Report 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.

4. Catalog copy for the new program, including requirements and electives.
Attached
5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

4/29/16

Certificate in Geospatial Science
Jamie Trammell, Coordinator
541-552-6496 trammelle@sou.edu

The Certificate in Geospatial Science (CGS) is an interdisciplinary program designed to prepare individuals for careers that use or rely upon geospatial science, technology, and information. The program is designed to provide students with both training and experience in the application of geospatial sciences across disciplines. The certificate provides students with experience using and applying a range of geospatial technologies (Global Positioning Systems (GPS), Geographic Information Systems (GIS), remote sensing, drones), techniques (spatial thinking and analysis), and tools (desktop and cloud-based GIS programs).

Students who complete the certificate will have a strong understanding of why geospatial thinking matters, what geospatial technology exists, how to utilize spatial science to develop a deeper understanding of place, and how to execute independent projects to answer spatial questions. Students will have many opportunities to work on real-world projects utilizing geospatial thinking, science, and applications. This training will enhance their ability to develop, perform, and execute geospatial tasks in small and large corporations, nonprofit organizations, and government agencies throughout the region, state, and country.

The program requires the completion of 32 credits, consisting of four required lower-division courses and four required upper-division courses. All courses taken for the certificate must be completed with a grade of C or better and a minimum 2.5 GPA.

Requirements for the Certificate

Lower-Division Core Courses

(12 credits)

ES 101 - Introduction to Environmental Science: Earth Science 4 credits

MTH 243 - Introduction to Statistics 4 credits

ES 105 – Introduction to Geography: The Rogue Valley 4 credits

or

SOAN 107 – Introduction to Human Geography 4 credits

Upper-Division Core Courses

(20 credits)

ES 349 – Maps and Cartography 5 credits

ES 451: Introduction to Geographic Information Systems 5 credits

ES 453: Introduction to Remote Sensing 5 credits

ES 386: Environmental Data Analysis 5 credits

To: Vincent Smith, Associate Professor, Environmental Science and Policy, Sociology & Anthropology
 From: Kate Cleland-Sipfle, librarian for Environmental Science and Policy, Sociology & Anthropology

Proposed Certificate in Geospatial Science

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

Hannon Library print and electronic books and Summit print books are available to students, faculty and staff at SOU. Summit is the library catalog of the 37-member Orbis Cascade Alliance of which SOU is a member. This Certificate draws from multiple areas of specialization, therefore a sampling of important topics within in it to demonstrate the state of relevant library holdings is necessarily selective. Given the need for currency in the subject matter, book counts are included for total collections and for materials dated 2010 or later.

Library of Congress Subject Searched	Hannon Library Print Books	Hannon Library Ebooks	Summit Print Books Not at Hannon Library
Geographic Information System*	121 total 17 from 2010-now	253 total 124 from 2010-now	1,383 total 298 from 2010-now
Remote Sensing	191 total 30 from 2010-now	304 total 152 from 2010-now	2,489 total 213 from 2010-now
Cartography	138 total 11 from 2010-now	148 total 77 from 2010-now	1,589 total 288 from 2010-now

In addition, Hannon Library has a comprehensive collection of historical and current materials treating the natural history, geology, climate and extractive industries of the Rogue Valley, counties of the Klamath-Siskiyou Bioregion (Coos, Curry, Douglas, Jackson, Josephine and Klamath in Oregon, and Siskiyou and Del Norte in California). The program features a Rogue Valley in one lower division course of the sequence. This may encourage students to study the Klamath-Siskiyou region as they progress through the curriculum. See below for additional regionally focused resources.

State and Federal Government Documents

Hannon Library is a selective federal depository library for US online and print government documents and is a full Oregon state government document depository. Additional federal documents are available through the GPO website or in paper through

the Summit libraries. The Library collects physical copies of US Geological Service 7.5 minute topographic maps for Oregon and California, and receives the maps of the Oregon Department of Geology and Mineral Industries.

Certificate in Geospatial Science, P. 2

Databases

Core databases available at SOU for a Certificate in Geospatial Science include:

ProQuest Agricultural & Environmental Science Collection

Ebsco GreenFILE

Gale in Context: Environmental Studies (especially useful for lower division)

ProQuest Computer Database

Gale Computing Database

The interdisciplinary nature of Geospatial Science is well supported by the following databases and more:

ProQuest Central

ProQuest Business (includes ABI Inform)

ProQuest Social Science Premium Collection

Databases (continued)

The following databases cover other supporting areas for the Certificate:

Nexis Uni for news and legal materials

America's News, New York Times, New York Times Retrospective for current and historic news

Statista for statistics

Journals

Hannon Library provides most journal access online through subscriptions, publisher journal packages (Wiley, Springer, Sage, Taylor & Francis) and coverage in databases (above), while keeping a physical collection in Periodicals with backfile not available electronically, and a small current browsing collection. In cases where current online availability through databases is embargoed for a period of time (often one year), or only indexing /abstracting are included, students are referred to a request link (InterLibrary Loan).

Streaming Videos and DVD's

Hannon Library offers the *Academic Video Online* (AVON) collection with over 72,000 titles. This collection includes documentaries with content relevant to the Certificate in earth science and natural history, and related topics. The library's DVD collection of documentaries and feature films reflects teaching priorities in recent years. Faculty requests for streaming video outside the AVON package are accommodated as funds permit.

Digital Collections/ Special Collections

Hannon Library digital collections of importance to this Certificate include the *Bioregion Collection*, which includes documents, many including maps, historical maps, and features ongoing capture of government “grey literature” produced by regional offices and not otherwise received through the federal depository at SOU. Additional digital collections of relevance include the *Southern Oregon History Collection*, which includes a selection of historic maps from the region, the **Certificate in Geospatial Science, P. 3**

Certificate in Geospatial Science, P. 3

Digital Collections/ Special Collections (continued)

First Nations Collection, including documents about tribal land use, *Stories of Southern Oregon*, which contains images and documents about historic era land use, resource extraction, economy and culture, *The Wine of Southern Oregon*, with images and documents, current and historic on the local wine industry and land use for viticulture, *Kalmiopsis Wilderness*, historic images of the designated wilderness area, and *Rogue River National Forest Historic Images*.

Online finding aids are available for physical materials (manuscripts, maps and more) held in Special Collections at SOU Hannon Library. Special Collections books also include historic materials on the Rogue Valley and surrounding region that may be consulted on premises, or partially scanned for special needs as circumstances may require for student, faculty or staff research.

Adequacy of Hannon Library Holdings to Support the Certificate in Geospatial Science

No new print or online journals can be purchased at this time. Fortunately, our subscriptions, packages and databases provide adequate core coverage. Current and historic map resources for the Klamath-Siskiyou region are excellent, while digital collections created here and Special Collections offer additional materials of importance for the region. The book holdings documented above indicate a limited and dated print collection for upper division foci of this Certificate program, while ebook access is greater in both quantity and currency. For this reason, a strategic fund of \$1000 is requested for purchase of print and (fewer) electronic books., with enough to significantly enhance and update print holdings and strategically select new ebooks, which are usually more expensive than print books.

Recommended amount in the HECC Budget Outline form:

Library/Printed	\$500
Library/Electronic	\$500

Thank you for the opportunity to learn about the proposed Minor and respond regarding the library’s capacity to support it well.

Certificate in Cybersecurity (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 Cybersecurity*

CIP Code: (Classification of Instructional Program): [43.0403](#)

<https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=56&cipid=91562>

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 proposed certificate will be based on a group of existing courses in the Computer Science catalog. Current courses will be updated to cover new technologies, specific aspects and trends in the Cybersecurity field, and to reflect the new faculty group.
2. Will any prerequisites or other course requirements affect other departments/programs? *No* 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.
The Certificate is being planned as part of our current CS catalog and fully covered by the CS program faculty group. Some electives and projects can be considered, but with no specific program demand to support us.
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 new course will demand about 9 courses (4 credits each) in a total of 36 credits/hours. In the academic year of 2020/2021, we are offering the core classes for this certificate as electives in our CS Major. However, we might need to alternate our elective offerings to offer more options to our CS Major students, due to the size of our current available staff (tenure track/tenured, one-year contract and adjunct faculties).
 - b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
It is important to keep the instructional/experimental environment isolated from the university environment for the hacking tools used in class. Therefore, the certificate demands an exclusive lab. Currently the

CS program has a proprietary lab for network and security training. However, the lab has a low capacity (about 15 students), and it is shared with current CS program courses. We will need another lab with 25 or more seats/computers or at least, remodeling the current one to expand its capacity.

- 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.**)
Currently, many topics are covered based on books already available in the library, and material provided by instructors. The second option is more common, as the topics demand frequent updates.
- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.
We will need some physical/virtual servers to allow students to experiment and build network and security services.

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

Certificate in Cybersecurity

Cybersecurity has become a major priority for organizations looking to protect themselves from the massive cost of security breaches. Despite the crucial need to protect information systems, employers are having a hard time finding qualified and educated cybersecurity workers. In the U.S. alone there are more than 500,000 open jobs in cybersecurity. SOU's cybersecurity certificate program addresses that shortage while providing students with an opportunity to learn about network security, software security, and systems management.

The Cybersecurity certificate program is open to all students (undergraduate, graduate, and post-baccalaureate) as well as industry members.

The certificate will equip learners to develop and maintain secure networks and software. Students will learn about common threats and vulnerabilities and how to protect information systems from attacks. The program teaches secure software development as well as secure network design and management, security principles, cryptography, risk management, access control, wireless networking, and network device configuration.

Programming experience is required to enter the certificate program. Students must have taken CS257 or equivalent.

The certificate requires completion of 36 credits, consisting of required and elective courses. All courses taken for the certificate must be completed with a grade of C or better.

Students should have the equivalent of the following prerequisite knowledge:

*MATH 111 - Precalculus I
MATH 112 - Precalculus II
CS 256 - Computer Science I
CS 257 - Computer Science II*

Required Courses

*CS 310 - Information Technology Legal and Ethical Issues
CS 314 - Computer Organization
CS 336 - Networks 1
CS 456 or 556 - Security 1 : Intro to Computer Security
CS 457 or 557 - Security 2: Network Security*

Elective Courses (student should choose four)

*CS 346 - Computer Forensics
CS 426 or 526 - Unix System Administration
CS 436 or 536 - Networks 2
CS 446 or 546 - Wireless Networks
CS 356,455, or 555 - Topics in Computer Science (by approval)
CS 458 or 558 - Security 3: Web Security
CS 403 or 503 - Thesis - Final Project (by approval)*

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

We are not creating or demanding extra courses to be offered by other programs. Therefore, there is no verification to be provided.

MEMORANDUM

TO: Sherry Ettlich, Director, Science, Technology, Engineering and Mathematics
FROM: Jim Rible, Science Librarian

DATE: November 18, 2020
SUBJECT: Assessment of Hannon Library Materials to Support the Certificate in Cybersecurity

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

BOOKS

Most books on the topic of cybersecurity contain the LCSH Subject Heading of “Computer Security”. The Hannon Library contains approximately 220 print books and 697 eBooks with this heading published since 2015 to the present. Additionally, over 3000 more print books are available via our Summit catalog.

DATABASES AND PRINT AND ONLINE JOURNALS

The Hannon Library currently has subscriptions to a number of journals in electronic and print formats that are related to cybersecurity.

Proquest Central. This is one of the largest periodical databases available, bringing together most topics that would appeal to all undergraduates in most topics, including cybersecurity. Over 20 journals dedicated specifically to computer security are indexed as well as a variety of other materials such as eBooks.

Supplementary Databases

Criminal Justice Database – cybersecurity from a criminal justice perspective.

ABI/Inform – cybersecurity from a business perspective.

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 CYBERSECURITY

At this time, the Hannon Library's holdings of material related to cybersecurity are more than adequate.

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

S:\Library\DATA\Collection_Development\Collection Assessments\cybersecurity.docx

New Micro-Credentials - Update

**Southern Oregon University
Micro-Credential Programs**

Approved

Cinema Production Technology
Set Skills for Cinema Production
Social Media Strategy
Screenwriting
Professional Writing
Values-based Leadership
School Mental and Behavioral Health
Environmental Research and Data Analysis
Team Leadership and Collaboration
Digital Security
Network Technology
Foundations in Sustainability and Tourism
Geographic Information Systems (GIS)

In-Progress

Contemporary Music Education
Music Pedagogy in a Culturally Diverse Society

SAMPLE



BADGE DETAILS

TITLE

Cinema Production Technology

DESCRIPTION

By completing Southern Oregon University's 13-credit badge in Cinema Production Technology, students develop intermediate skills in the three core tool sets within media production: sound recording, videography, and non-linear editing. The Cinema Production Technology badge provides a strong foundation for students interested in securing entry-level employment in broadcast media, corporate video production or communications departments, and in assisting freelance video producers.

COURSES REQUIRED

- DCIN 101 Production Tools 1: Audio -2
- DCIN 102 Production Tools 2: DSLR -2
- DCIN 103 Production Tools 3: Non-Linear - 4
- DCIN 313 Design Problems in Sound and Lights - 4
- DCIN 321 Cinematography - 3

ADDITIONAL REQUIREMENTS

Minimum C- grade in each class. In the course of completing the required credits, students will exit with a reel of production work samples.

OUTCOMES

This badge demonstrates the development of skills in the following areas:

1. Production Audio: field recording, studio recording, principles of recorded sound, digital sound recorders, microphones, sound remediation
2. Videography: DSLR operation, principles of photography and cinematography, natural and artificial lighting, choosing exposures, camera movement, creating and executing shot lists
3. Non-linear Editing: ingesting and exporting, organizing media files, collaborating with creative leads and other editors, editing technique (narrative, documentary, and news), transcoding, deliverables
4. Advanced imaging: HD and 4k cameras and cinematography, storytelling with the camera, cinematic lighting, introduction to color correction and grading
5. Data management: workflow and data hygiene for production, digital image technicians

Other General Updates

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: Health and Physical Education Teacher Education Minor

CIP Code: (Classification of Instructional Program): 13.1399

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)?
Provide a brief description of the program

The minor in Health and Physical Education Teacher Education will package existing classes that are required for students who intend to apply for a Master of Arts in Teaching (MAT) with an endorsement for teaching Health and PE at the K-12 level. All classes already exist within the HPE and Education programs. Currently, students planning on attending MAT programs for K-12 Health and PE instruction are advised through the coursework. The minor will package the coursework highlighting the option as an endorsement program and will streamline the associated advising.

The program is composed of 24 credits (HE 250, 4 cr; PE 194 fall, 2 cr; PE 294, 2 cr; PE 394, 2 cr; PE 194 spring, 2 cr; PE 270, 3 cr; PE 444, 3 cr; HE 444, 3 cr; ED 361, 3 cr). HE 250 is the only class that is required for a BA/BS in Health and Physical Education (HPE) and students may “double-dip” on the course. All other HE/PE courses for the minor are elective courses in the HPE program and predominantly serve students entering MAT programs who plan to teach Health and PE at the K-12 level.

The program packages required coursework for Pre-MAT students seeking an endorsement to teach Health and PE at the K-12 level into a minor.

2. Will any prerequisites or other course requirements affect other departments/programs? **No** 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.

These courses are currently offered in the HPE department as part of our regular yearly schedule for those interested in pursuing an MAT with an endorsement to teach Health and PE at the K-12 level. They are not required for the HPE degree. We currently need to advise students into these classes and that is not an effective system.

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?

We have qualified instructors, adjuncts and professors who are currently assigned to these courses. At most, 1 additional adjunct might be needed as we were asked to eliminate adjuncts in our program for AY 20/21 (and we did).

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

No additional facilities are needed. These courses are taught in collaboration with Athletics and their field facilities as well as the SRC and their court facilities. We also already own all of the play, game and sport equipment for the courses and have storage in LMP.

- 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 report 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

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

Minor in Health and Physical Education Teacher Education

This Minor is intended for those students who plan to pursue a Master of Arts in Teaching with an Endorsement to teach Health and Physical Education at the K-12 level.

Students must meet all applicable requirements listed in the Minors section of this catalog, including the Minor residence requirement. Students must achieve a 2.5 GPA in 24 credits of Health and/or Physical Education coursework listed below to earn a minor in Health and Physical Education Teacher Education.

All courses must be taken for a letter grade unless instructor permission is obtained.

Required Courses (24 credits)

Complete the following courses:

PE 194 – Outdoor Rec and Rhythm – 2 credits

PE 194 – ProAct Racquet Sports – 2 credits

PE 294 – Team Sports and Gym Games – 2 credits

PE 394 – Lifetime Leisure and Recreation – 2 credits

PE 270 – Foundations of Physical Education – 3 credits

PE 444 - Programs for Special Populations – 3 credits

HE 250 – Health and Society I – 4 credits

HE 444 - Sexuality Education - 3 credits

ED 361 – Health and PE Methods – 3 credits

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

See attached emails in PDF format

4/29/16

MEMORANDUM

TO: Joel Perkins, Health, Physical Education, and Outdoor Adventure Leadership, Chair
Patrick Stubbins, Executive Assistant to the Provost

FROM: Dale Vidmar,
University Librarian,
Information Literacy and Assessment Librarian/
Communication, Education, and Health, Physical Education, & Leadership Librarian

DATE: November 12, 2020

SUBJECT: Resources to Support the Proposed Minor in Health and Physical Education Teacher Education

After reviewing the proposed curriculum as well as individual assignments and projects for some of the courses such as HE 250, PE 194, PE 294, PE 394, PE 194, PE 270, PE 444, HE 444, and ED 361, the Hannon Library is well positioned to support the Minor in Health as proposed. The Educational Resources Information Center (ERIC) and the Education FullText databases, as well as the interdisciplinary ProQuest Central, the ProQuest Public Health, and the Gale OneFile: Health and Medicine databases have ample scholarly sources that address a range of subjects specific to the proposed minor. There are also many books available both in the Hannon Library and from other Summit libraries that address relevant information in these subject areas as well as related subjects.

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

The Hannon Library endorses and supports the Minor in Health and Physical Education Teacher Education proposal.

Dale Vidmar

Pre-proposal for minor in HPE Teacher Education (HPETE)

3 messages

Jamie Vener <venerj@sou.edu>
To: John King <kingjo@sou.edu>

Wed, Aug 12, 2020 at 9:35 AM

Hi John,

I've completed the pre-proposal for our HPETE minor. It simply packages all the classes health and PE students need if they want to go into the MAT program with the endorsement for teaching both health and PE. I added HE 250 and ED 361 to bring it up to 24 credits. It seems like a good idea but maybe it's not something that's done in education (?). Maybe Jesse should look at it too(?). Let me know if you send it over for Sue Walsh to preview and if I should go ahead and complete the program proposal (I guess we need to wait for Admin's approval on that).

Thanks,
Jamie

Jamie Vener, Ph.D.
Professor and Chair
HPEL Department
Southern Oregon University
541-552-8665
venerj@sou.edu

 **New_Program_Pre-Proposal HPETE.docx**
55K

John King <kingjo@sou.edu>
To: Jamie Vener <venerj@sou.edu>, Jesse Longhurst <longhursj@sou.edu>

Mon, Aug 17, 2020 at 12:53 PM

Thanks Jamie,

I think yes, this could be a good way of raising the profile of pathways for HPE students to become teachers. Jesse, could you give this a quick look and let us know if you have any feedback? Thanks,

John

John T. King, Ph.D.
Director, Division of Education, Health and Leadership
Southern Oregon University
541-552-6261

SO Southern OREGON UNIVERSITY

[Quoted text hidden]

 **New_Program_Pre-Proposal HPETE.docx**
55K

Jesse Longhurst <longhursj@sou.edu>
To: John King <kingjo@sou.edu>
Cc: Jamie Vener <venerj@sou.edu>

Mon, Aug 17, 2020 at 3:19 PM

Jamie and John,

I think this looks great and would be an excellent pathway into the MAT! Great idea.

Jesse

[Quoted text hidden]

--
Jesse Longhurst, PhD
Assistant Professor of Education
Single Subject MAT Coordinator
School of Education
Southern Oregon University

(541) 552-6312

Southern Oregon Higher Education Leadership Council

- **Dual Admission Transfer Program**
- **SOU-RCC Common Course Numbering**
- **Information Sharing Agreement**

Preparing Students for Success

- **General Education**
- **Meta Majors**
- **Post-Graduation Employment Info**

Future Meetings

Adjournment