

Public Meeting Notice

April 11, 2024

TO: Board of Trustees of Southern Oregon University, 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 Board of Trustees of Southern Oregon University will hold a regular committee meeting on the date and at the location set forth below.

Action items on the agenda include a consent agenda consisting of past meeting minutes and an enrollment dashboard. The committee also will act on proposed new curriculum: bachelor of science degrees in biomedical science as well as ecology and conservation; certificates in biology, biomedical research, creative arts, digital journalism, Honors College civic leadership and innovation, horticulture business, medical and clinical lab sciences, outdoor adventure leadership, physician's assistant and chiropractic, pre-counseling, pre-dental and pre-optometry, pre-medical, and pre-nursing; and a graduate certificate in adult learning.

Reports on the agenda include a provost's report reviewing the provost's transition and onboarding progress, a Provost's Council update, and other general updates. There will be a student affairs report consisting of updates on the Student Affairs organization, the First-Gen Forward program, and general topics. An enrollment management overview will review enrollment data and a funnel report.

Information and discussion items include an accreditation update, a proposed amendment to the assessment of mandatory student fees, enrollment metrics, the SOU Student Health and Wellness Center transition to La Clinica, student affairs strategic planning priorities, and the impacts and planning for changes of the Free Application for Federal Student Aid (FAFSA)

The meeting will occur as follows:

Thursday, April 18, 2024

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

Meese Room, 3rd Floor, Hannon Library, SOU Campus

To view the proceedings, visit <https://sou.zoom.us/j/86480412117> at the time of the meeting.

Visit governance.sou.edu for meeting materials.

The Hannon Library is located at 1290 Ashland Street, on the Ashland campus of Southern Oregon University. **If ADA or special accommodations are required, please contact Sabrina Prudhomme at (541) 552-6060 at least 72 hours in advance.**

Public Comment

Members of the public who wish to provide public comments in the meeting may do so live, in person or remotely, or may send written comments to the board. Public commenters are invited to sign up to speak or to submit their written comments at least 24 hours in advance of the meeting to the Board of Trustees email address: trustees@sou.edu. Comments also may be delivered by hand or mailed to SOU Board of Trustees, 1250 Siskiyou Boulevard, Churchill Hall, Room 107, Ashland, OR 97520.

Note: Following the meeting, a quorum of the board is expected to attend a tour of Central Hall.



Board of Trustees
Academic and Student Affairs Meeting
April 18, 2024

Call to Order / Roll / Declaration of a Quorum



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

Thursday, April 18, 2024
12:00 p.m. – 3:30 p.m. (or until business concludes)
Meese Room, Hannon Library, SOU Campus
<https://sou.zoom.us/j/86480412117>

AGENDA

Persons wishing to provide public comment shall sign up in advance or provide written comments.
Please note: times are approximate and items may be taken out of order.

- | | | | |
|---------|----------|---|--|
| 5 min. | 1 | Call to Order/Roll/Declaration of a Quorum | Chair Brent Barry |
| | 1.1 | Welcome and Opening Remarks | |
| | 1.2 | Roll and Declaration of a Quorum | Sabrina Prud'homme,
SOU, Board Secretary |
| | 1.3 | Agenda Review | |
| | 2 | Public Comment | |
| 5 min. | 3 | Consent Agenda (Action) | Chair Barry |
| | 3.1 | January 18, 2024 Minutes | |
| | 3.2 | Enrollment Dashboard | |
| 15 min. | 4 | Provost's Report | Dr. Casey Shillam,
SOU, Provost and Vice
President for Academic
Affairs |
| | 4.1.1 | Provost's Transition and Onboarding | |
| | 4.2.2 | Provost's Council Update | |
| | 4.1.4 | Other General Updates | |
| 15 min. | 5 | Student Affairs Report | Dr. Carrie Vath, SOU,
Assistant Vice President
and Dean of Students |
| | 5.1 | Organizational Updates | |
| | 5.2 | First-Gen Forward Update | |
| | 5.3 | Other General Updates | |

**Southern Oregon University
Board of Trustees
Academic and Student Affairs Committee Meeting
Thursday, April 18, 2024**

AGENDA (continued)

- | | | |
|---------|--|--|
| 15 min. | 6 Enrollment Management Report | |
| | 6.1 Enrollment Management Overview | Dr. Matt Stillman, SOU,
Assistant Vice President
for Enrollment
Management and
University Registrar; Zac
Olsen, SOU, Executive
Director, Admissions and
Recruitment |
| | 6.1.1 Review of Enrollment Data and Funnel
Report | |
| | 7 Information, Discussion, and Action Items | |
| 10 min. | 7.1 Accreditation Update | Dr. Dan DeNeui, SOU,
Associate Provost;
President Bailey |
| 20 min. | 7.2 Proposed New Curriculum (Action) | Dr. Dan DeNeui |
| | 7.2.1 Bachelor of Science, Biomedical Sciences | |
| | 7.2.2 Bachelor of Science, Ecology and Conservation | |
| | 7.2.3 Certificate, Biology | |
| | 7.2.4 Certificate, Biomedical Research | |
| | 7.2.5 Certificate, Creative Arts | |
| | 7.2.6 Certificate, Digital Journalism | |
| | 7.2.7 Certificate, Environmental Horticulture | |
| | 7.2.8 Certificate, Healthcare Economics | |
| | 7.2.9 Certificate, Honors College Civic Leadership
and Innovation | |
| | 7.2.10 Certificate, Horticultural Business | |
| | 7.2.11 Certificate, Medical and Clinical Laboratory
Sciences | |
| | 7.2.12 Certificate, Outdoor Adventure Leadership | |

**Southern Oregon University
Board of Trustees
Academic and Student Affairs Committee Meeting
Thursday, April 18, 2024**

AGENDA (continued)

	7.2.13	Certificate, Physician's Assistant and Chiropractic	
	7.2.14	Certificate, Pre-Counseling	
	7.2.15	Certificate, Pre-Dental and Pre-Optometry	
	7.2.16	Certificate, Pre-Medical	
	7.2.17	Certificate, Pre-Nursing	
	7.2.18	Graduate Certificate, Adult Learning	
40 min.	7.3	Academic Year 2024-25 Tuition and Fees Recommendations	President Rick Bailey; Dr. Casey Shillam; Josh Lovern
	7.3.1	Tuition and Fees Processes and Recommendations	
	7.3.2	Cost of Attendance and Comparator Information	
10 min.		BREAK	
20 min.	7.4	Proposed Amendment to Assessment of Mandatory Student Fees	Dr. Matt Stillman; Josh Lovern
20 min.	7.5	Enrollment Metrics	President Bailey; Dr. Matt Stillman
10 min.	7.6	SOU Student Health and Wellness Center Transition to La Clinica	Dr. Carrie Vath
20 min.	7.7	Student Affairs Strategic Planning Priorities	Dr. Carrie Vath
15 min.	7.8	Changes to the Free Application for Federal Student Aid: Impacts and Planning	Dr. Matt Stillman
5 min.	7.9	Future Meetings	Chair Barry
8		Adjournment	Chair Barry

Public Comment

Consent Agenda

**Board of Trustees
Academic and Student Affairs Committee Meeting
Thursday, January 18, 2024**

MINUTES

Call to Order/Roll/Declaration of a Quorum

Chair Brent Barry called the meeting to order at 12:01 PM and welcomed everyone.

Board Secretary Sabrina Prud'homme called the roll and a quorum was verified.

Committee Members:

Brent Barry, Chair	Present	Iris Maria Chavez	Present
Debra Lee	Present	Barry Thalden	Present
Mimi Pieper	Present		
Jason Mendoza	Present		

Other Trustees in Attendance: President Rick Bailey, Chair Daniel Santos

Public Comment

No members of the public offered comments.

Consent Agenda

Trustee Lee moved to approve the consent agenda consisting of minutes from the committee's October 19, 2023 meeting. Trustee Mendoza seconded the motion and it passed unanimously.

Academic Affairs Report

Dr. Susan Walsh reported on a variety of topics. She explained that the Tuition Advisory Council will convene their first meeting at the end of the month. The task is expected to be easier since it is the second year of the funding biennium and SOU's state revenue allocation is known. In the April meeting of the Academic and Student Affairs Committee, it is expected that curriculum will come forward for the committee's action: new degree programs in biomedical science as well as ecology, and a dozen certificates. Proposals now include the three points of the triangle and the five questions required in SOU Forward. Chair Barry expressed appreciation for Provost Walsh's leadership and noted she will be missed at SOU.

Student Affairs Report

Dean of Students, Dr. Carrie Vath, provided general updates. Most notably, she shared the student affairs observance of the Trans Day of Remembrance; Following up on the withdrawal survey, mental health remained the top reason why students withdrew from SOU in AY 2021-22 and AY 2022-23. Students utilizing the Student Health and Wellness Center also have a higher continuation rate than those who do not and 59 percent of students registered with the Disability Resource Center (DRC) did so for mental health. There was passive promotion to encourage students with anxiety or depression to see if they qualify for support. There was an increase in registrants with the DRC and in use of the Telus 24/7 crisis care, and as a result of this pilot, mental health is no longer the top reason for withdrawals.

Enrollment Management Report

Zac Olson, reviewed the enrollment funnel. One week into the winter term, SOU is up 17.1 percent in enrollment thus far. There have been three consecutive years of growth

and a 26 percent increase in SOU's first-year class from fall 2021 to fall 2023; he commended Dr. Woolf for guiding that work. Responding to Chair Barry, Mr. Olsen said the enrollment increases in winter are attributable to transfer students. Regarding the numbers for Fall Term 2024, SOU is chasing big numbers from last fall and the goal is 1,006 or an increase of 5.32 percent. Responding to Board Chair Santos, Mr. Olsen explained that enrollment from K-12 partnerships continues to grow.

Dr. Matt Stillman discussed the conclusion of Fall Term 2023. Although recruitment brought in a lot of new students, continuing enrollment continues decreasing overall. It is not a retention issue but a pipeline issue resulting from decreases in new student enrollment during COVID, leading to fewer in the continuing student pipeline, and SOU is still climbing its way out of that issue. Part of what SOU is seeing in fall numbers is an increase in OLLI and staff training and development credits; without these, enrollment would have looked flat but it's important to note that these do not always translate to revenue. Winter enrollment information is not reliable yet; although, Dr. Stillman did not see anything concerning at this time. Continuing student numbers in winter look great because the new students who began in the fall became continuing students in winter; this is part of rebuilding the pipeline.

Information, Discussion, and Action Items

Enrollment Council Updates

Dr. Neil Woolf praised retiring Provost Walsh for being the best possible partner at SOU. Then, discussing the enrollment marketing subcommittee, Nicolle Aleman provided information that SOU is ramping up activities with more of a visual presence in SOU's local markets and providing internal help to departments. They are working on the integration of pre-college youth programs by building a communications architecture including the K-12 data-sharing partnerships and sharing back success data of districts' students.

Dr. Walsh discussed Financial Aid Office's creation of a forthcoming financial literacy course and their tracking of developments with the Free Application for Federal Student Aid (FAFSA), due to confusion at the federal government. In student success and retention, that team is using the withdrawal survey data Dr. Vath mentioned. They are also reviewing registration communications and holds to reduce enrollment barriers for students. Regarding academic strategies, Dr. Walsh highlighted the work that Dr. Dan DeNeui and Joe Jackson are doing to maximize faculty use of Lightcast's [workforce] data for academic planning.

Dr. DeNeui and Mr. Jackson demonstrated the Lightcast tool and explained how it helps them determine the right mix of academic programs to meet the demands of the region. Much discussion ensued among trustees about the business community's understanding of this data and SOU's use of it. It was suggested to Drs. DeNeui and Walsh that there is a tremendous opportunity to be an engine for a statewide workforce and economic development strategy with the granularity of information now available and to solidify bonds with the business community going into the legislative session.

Discussion of Enrollment Targets

President Bailey introduced this topic noting that his thinking has evolved on the matter. Following the board's fall retreat, SOU is aiming toward creating three categories of metrics: a financial target; equity, diversity, and inclusion metrics; and with enrollment and student

success. This is a strategic enrollment planning simulation based on changing variables and what seems possible, similar to the financial pro forma. So, rather than providing a firm number by a finite date, this simulation is more sophisticated and can help determine where SOU's precious resources should be invested. Drs. Woolf, Stillman, and Vath explained that SOU can use this to plan and consider "what if" scenarios by adjusting the levers—or primary enrollment categories—which will help with decision-making and will allow SOU to be more accurate in its predictions. Much discussion ensued regarding the simulation, demographic shifts, and possible resource allocations based on its data, although, it is not a budgeting tool.

Chair Barry appreciated the attention to detail rather than throwing out a number that may not be achievable. President Bailey said he will seek the trustees' approval of this approach and model so the SOU team can continue its work. Chair Barry suggested accountability measures such as red-yellow-green indicators. Trustee Thalden commended the team.

SOU Career Connections Update

Dr. Carrie Vath shared that recent investments in Career Connections have benefitted students, faculty, and staff. She compared the work of the department with that of prior years, noting more fall appointments, class visits and workshops, and the number of students served than the entire previous year. She reviewed student usage data such as class standing, type of help students are seeking, employer relations, and alumni services.

PEAK Program Service Usage

Dr. Carrie Vath shared that the Professional Experience, Achievement, and Knowledge or PEAK on-campus internship program previously was under-resourced so the students were not served as well as they are today. This year 66 positions were funded and the professional development component was enhanced significantly with many robust services like a Moodle course, assessments, membership to the National Society for Leadership and Success.

First Destination Survey

Ariel Bloomer noted that the SOU conducts a First Destination Survey to capture how new graduates fare in their careers within six months of graduation. It provides clear, consistent data on the outcomes associated with their college education on a standardized, national scale and is administered by the National Association of Colleges and Employers. It asks about types of employment (full- or part-time, contractor, etc.), those still seeking employment or education, and starting salary, which all inform the discussion about the value of higher education. Overall, SOU had a positive outcome rate of 92 percent (includes the work, continuing education, military, and volunteering); the current median salary reported was \$44K annually; and the response rate was lower than expected at 35.2 percent, but was much higher than last year. The collection period is usually around six months but was only two months for this administration of the survey; future surveys will return to the norm.

Federal TRIO Program Overview

The federal Department of Education TRIO programs are federal outreach and student services programs designed to identify and provide services for individuals from historically disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs. A Ronald E. McNair Postbaccalaureate Achievement Program, which supports students bound

for doctoral program, and a Student Support Services Program are housed at SOU.

Dr. Walsh reviewed the Mc Nair program achievements: only 206 institutions have McNair programs and SOU is one of three in Oregon; 72 percent are low-income and first-generation students; there's a 95 percent graduation rate among program participants, and 96 percent attend graduate school. Dr. Carrie Vath reviewed the Success at Southern program achievements: over \$8M in grants have been awarded to SOU since the program began; over 2,500 students have participated in the program; the six-year graduation rate is 52 percent, exceeding the "all undergraduate" rate; and the first-time, full-time freshmen retention rate is 79 percent versus 67 percent for all undergraduates. Much discussion ensued regarding the success of these programs, and their students.

Future Meetings

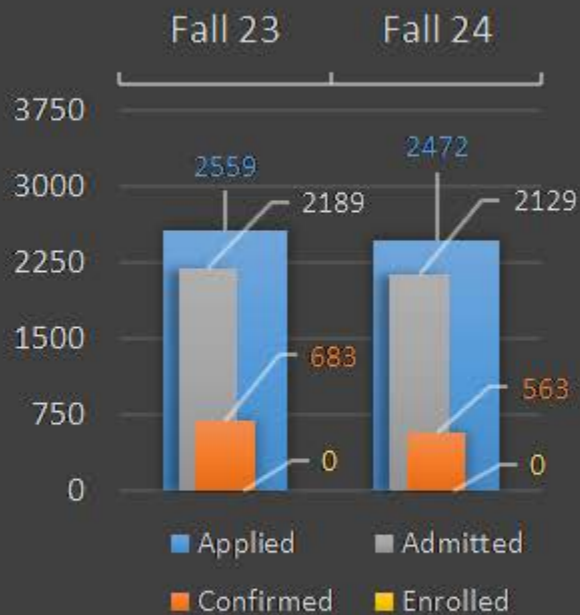
Chair Barry said the next meeting of the committee is scheduled to take place on April 18, 2024, at noon. Trustees who would like to suggest a specific item for a future meeting we asked to send them to the board secretary.

Adjournment

Chair Barry adjourned the meeting at 2:37 p.m.

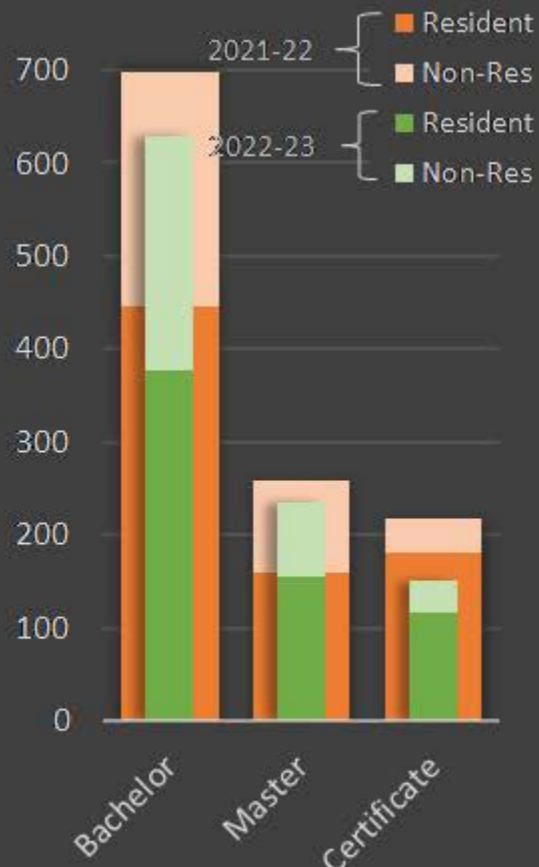
Admission Funnel

1 Week after Start of Term



Degrees Awarded

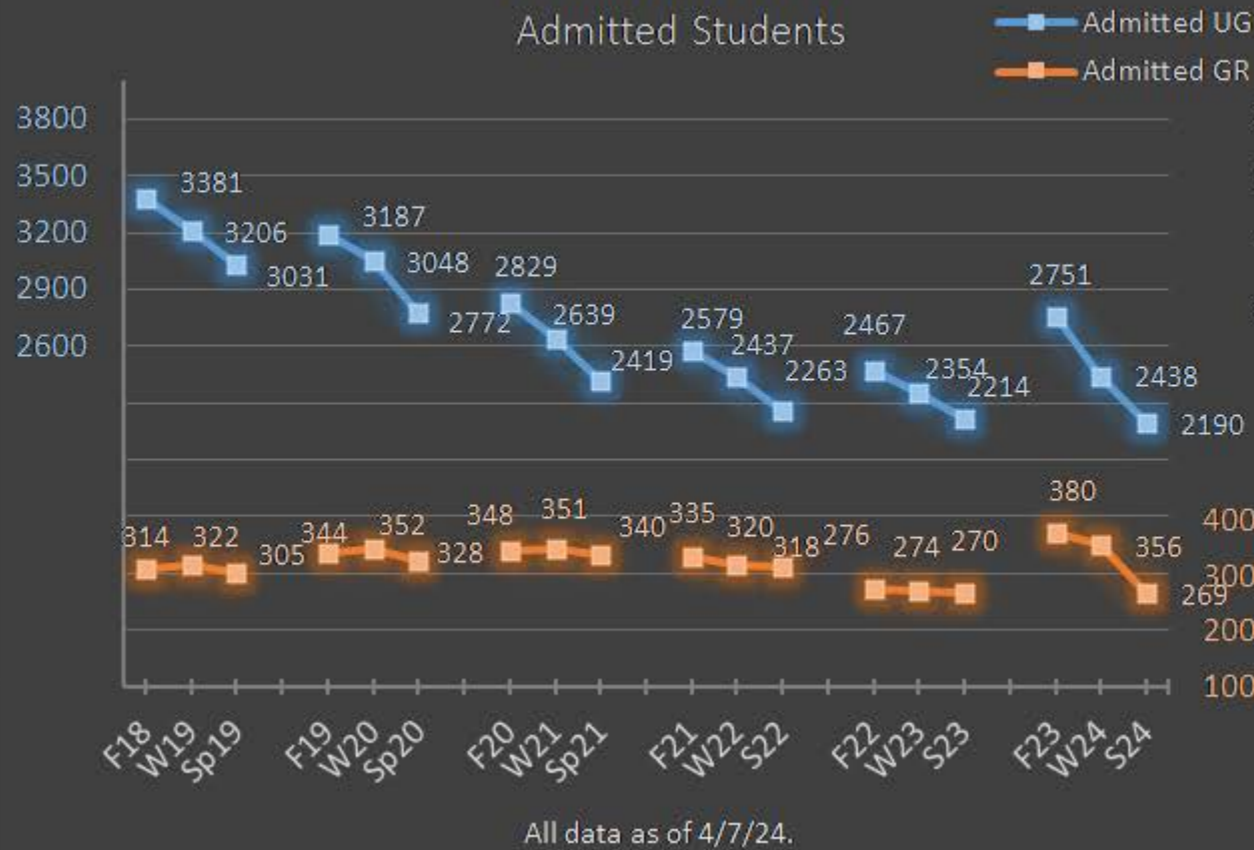
End of December



All data updated as of 4/7/2024

Academic Year FTE

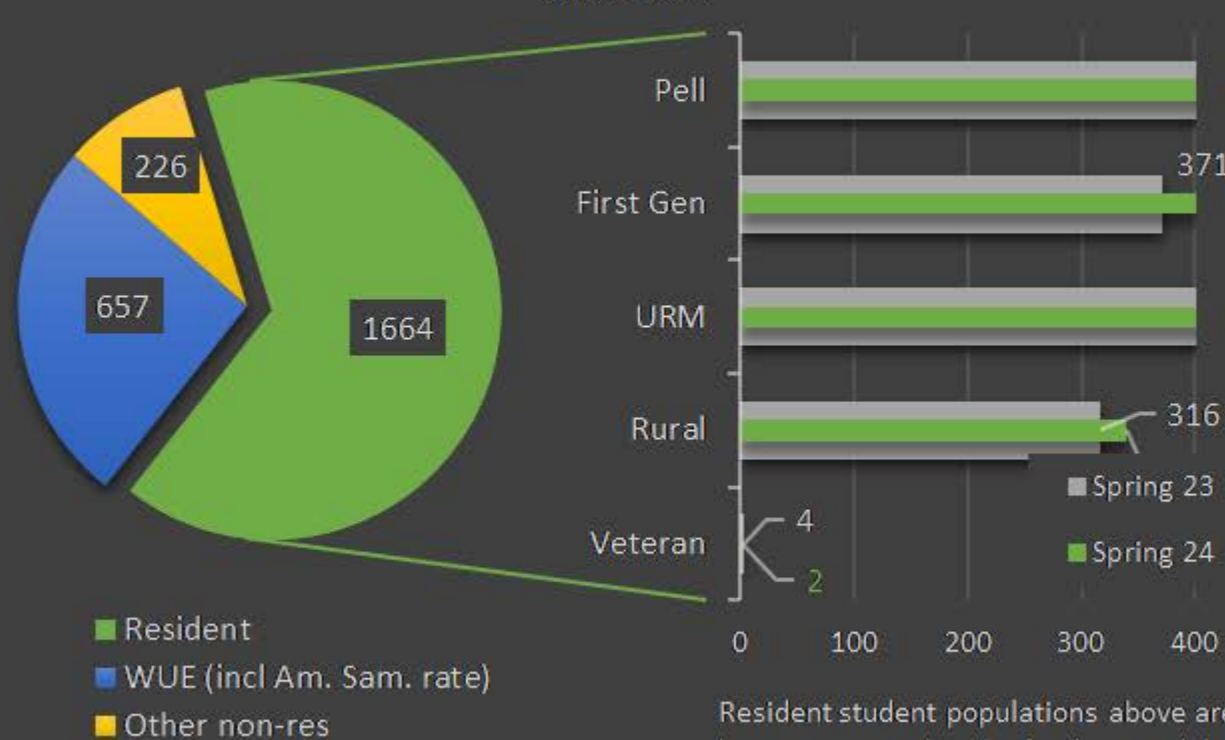
Admitted Students



All data as of 4/7/24.

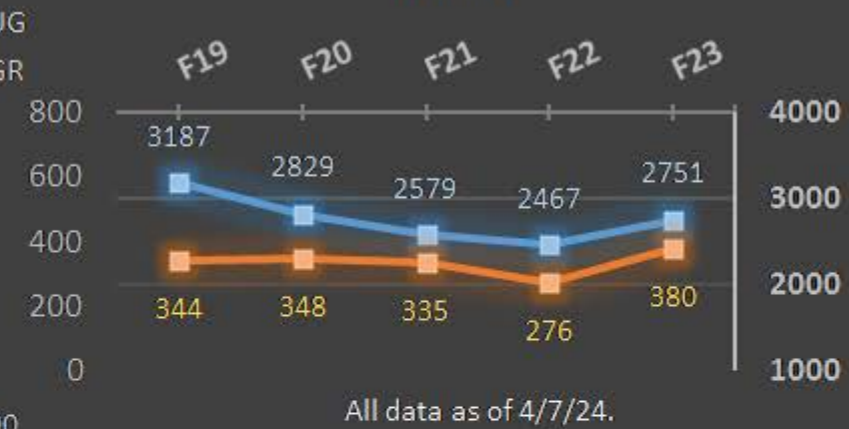
Winter 24 Admitted UG Students

Start of Term

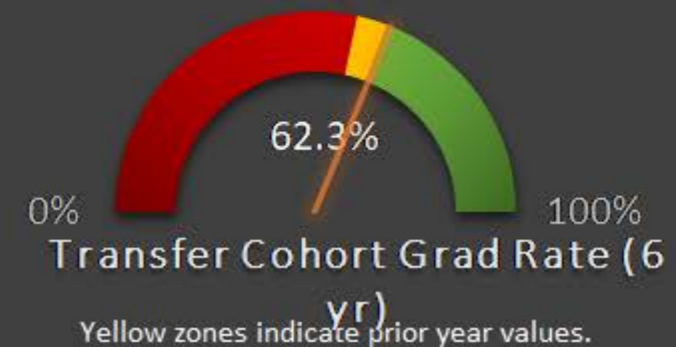
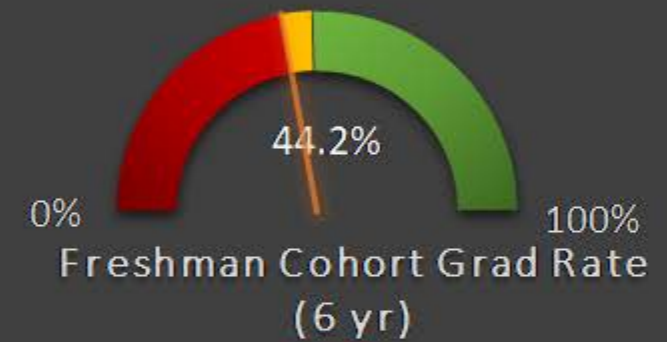
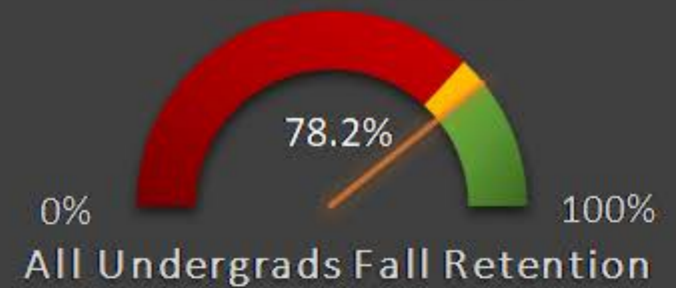
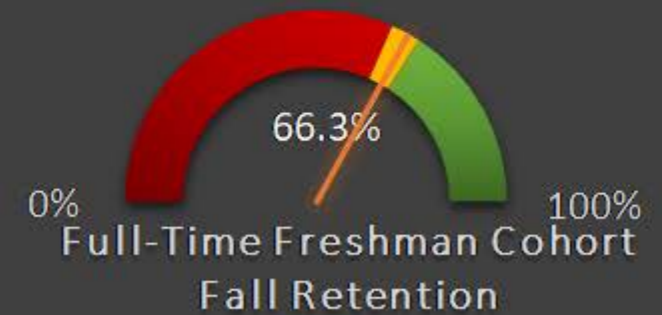


Resident student populations above are bonus areas within the funding model.

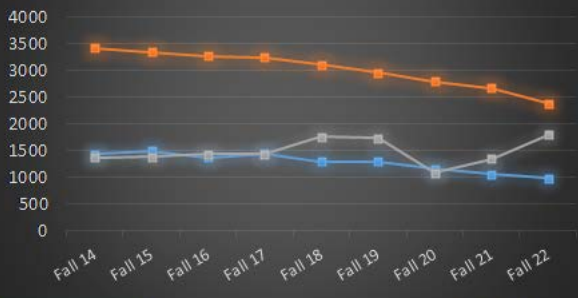
Fall FTE



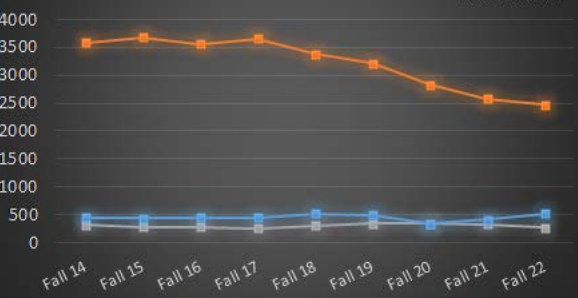
All data as of 4/7/24.



All Students Headcount



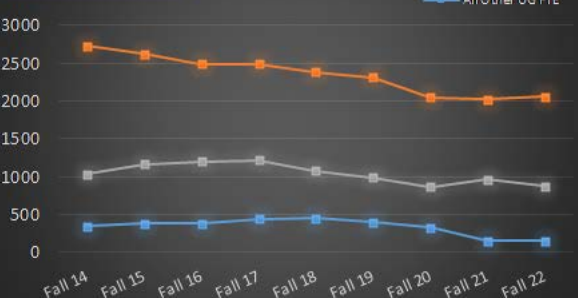
All Students FTE



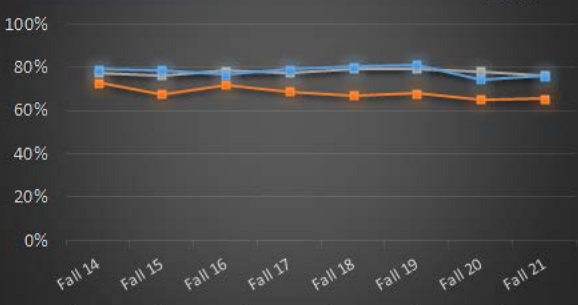
New Students Headcount



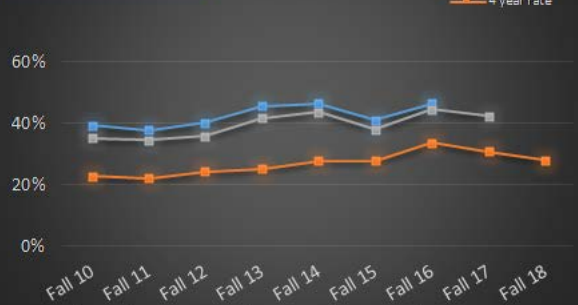
UG Fee Categories FTE



Retention Rates Admitted Students



Graduation Rates First-Year Students



Provost's Report

Provost's Transition by the Numbers

48 DAYS



student
affairs

Next Step: Listening Tour

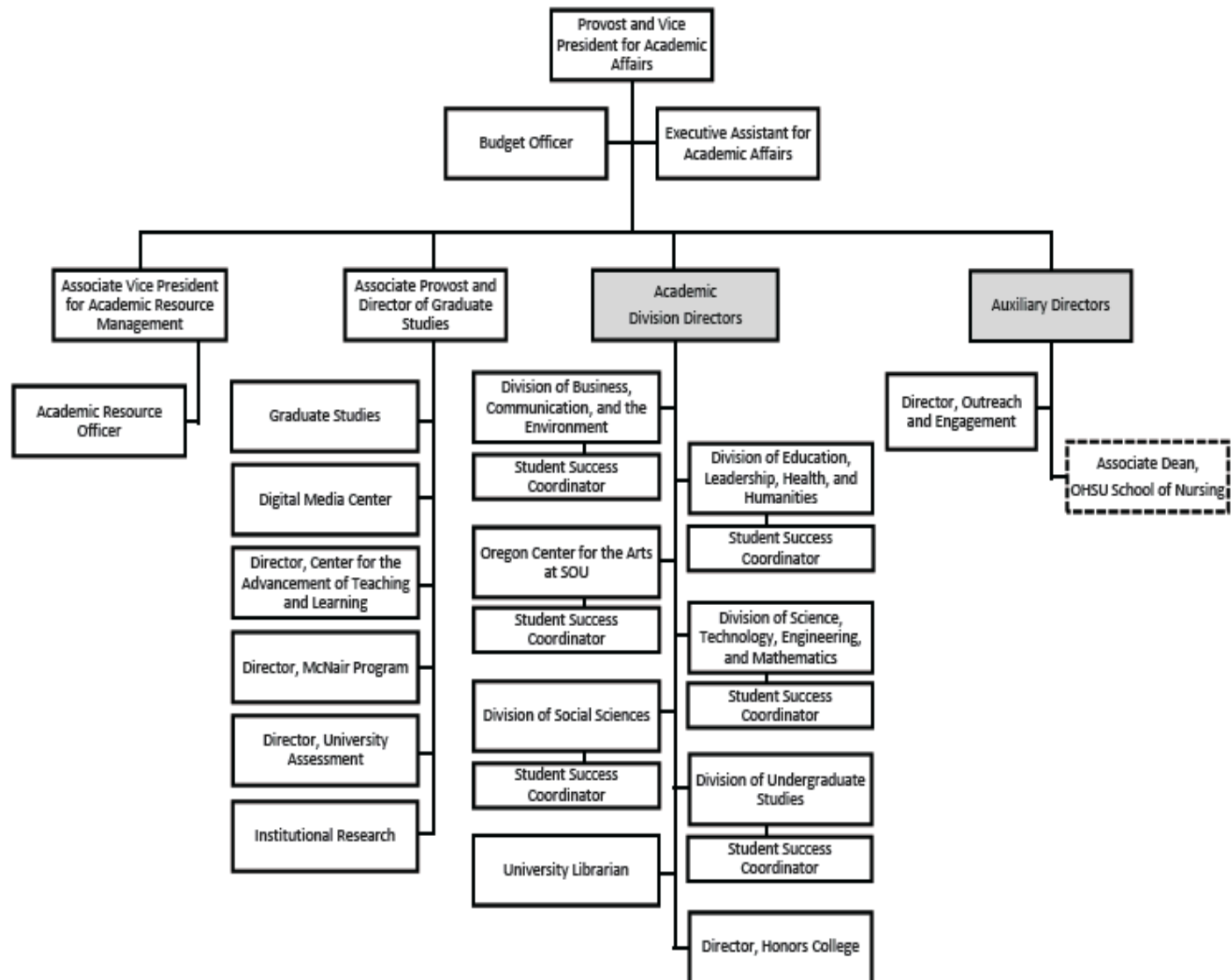
- Attending Department Meetings, Staff Meetings, and Student Meetings
- Outreach to Community Partners
- Informal conversations

Next Step: Listening Tour Questions

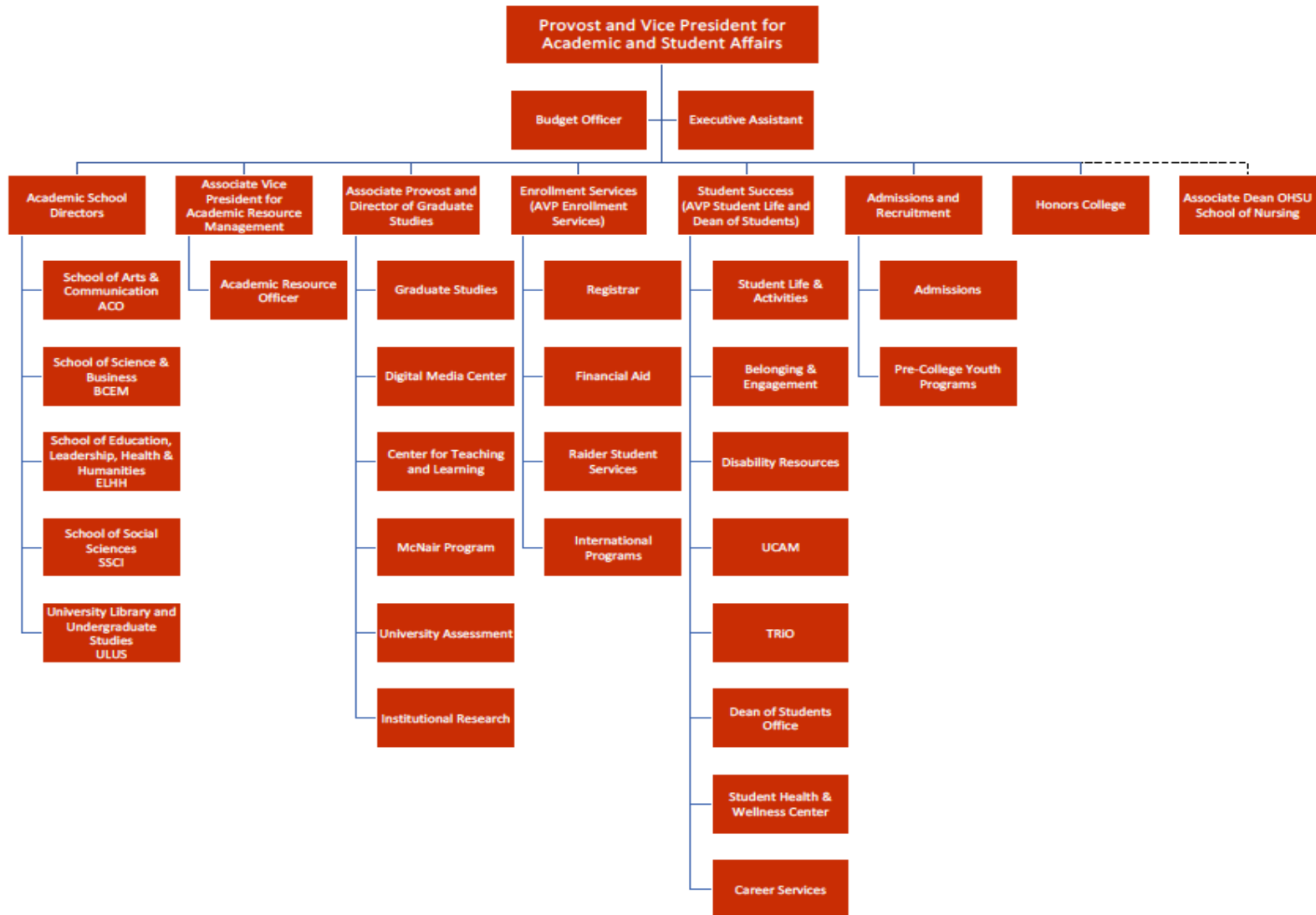


1. What is working well? What are you proud of in your teaching, scholarship, service?
2. How can I champion that work for you?
3. How has the SOU Forward Plan impacted you and your work?
4. Are there other challenges or opportunities that I may be able to positively influence with or for you?
5. What goals would you like to see accomplished in the next 1, 2, and 3 years?

Next Step: Finding a Rhythm



Next Step: Finding a Rhythm



Next Step: Finding a Rhythm

- Continue identifying needs of team members individually and collectively
- Provost's Leadership Council Retreat
- Goal: Identify an efficient and effective method of operations

Higher Education Coordinating Commission (HECC) Request



- **Common Course Numbering (CCN)**

Rulemaking Questions:

- ✓ **Should CCN courses be required to have a uniform number of credits? If not, under what circumstances is a one credit variance acceptable?**
- ✓ **How shall determinations regarding credit variance be made?**
- ✓ **How shall institutions be mandated to adhere to CCN requirements?**
- ✓ **If a variance of one credit is considered permissible, what steps should be taken to reassess these courses that have already received approval?**

Higher Education Coordinating Commission (HECC) Request



- **SPC Recommendations:**
 - ✓ CCN courses should have the same number of credits, with the level set at the minimum number of credit hours to achieve the learning outcomes for the maximum number of students. Students needing additional support should receive that support via a co-requisite or other mechanism.
 - ✓ Co-requisite courses would transfer as one “college level” credit and be counted as a lower division general education, subject-area elective, or general elective credit, as determined by each OPU.
 - ✓ Chief academic officers of the colleges and universities should be tasked with providing the TC with a recommendation where CCN requirements are complicated and have significant potential for follow-on effects on curricula, degree paths, or costs.

Behavioral Health Funding



- Legislators allocated \$4M for the TRUs
- SOU will receive \$667K
- Goal is to leverage this funding to build a behavioral health care model that can be replicated in other rural areas of OR and nationally

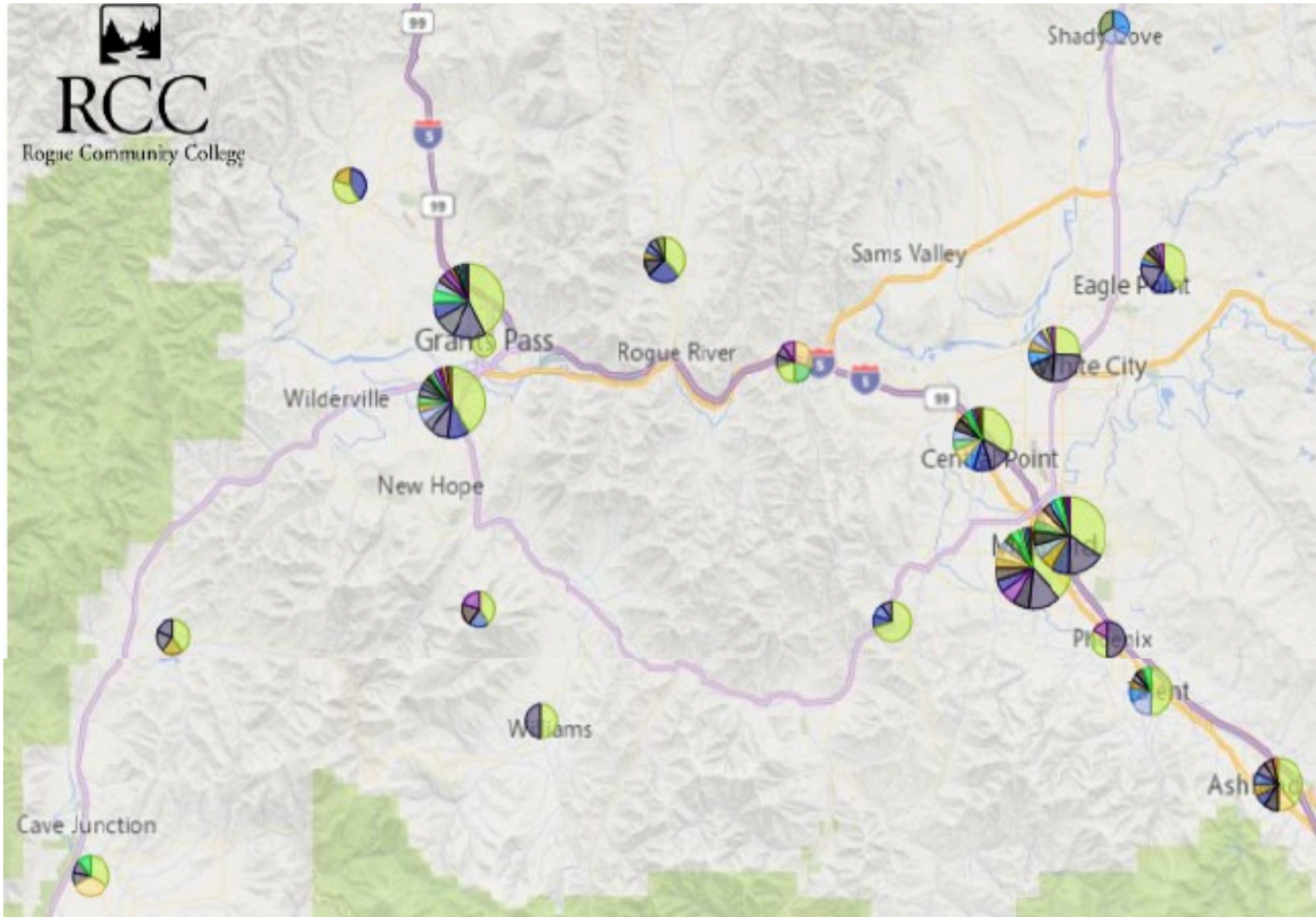
RCC-SOU Higher Education Center



RCC-SOU Relationship

- Juliet Long, Vice President of Academic & Student Affairs
- Transitioned to structure in AY 22-23
- Established short-term goals:
 - ✓ Dual Enrollment
 - ✓ Behavioral Health & Early Childhood Development
 - ✓ Data Sharing Agreements
 - ✓ Articulation Retreat

RCC-SOU Relationship



Student Affairs Report

Student Affairs Report



Trans Day of Visibility Event (April 4, 2024)



Dr. Carrie Vath
April 18, 2024

Organizational Updates

Director of TRiO

MEET THE TEAM

KIM
DESIMONE



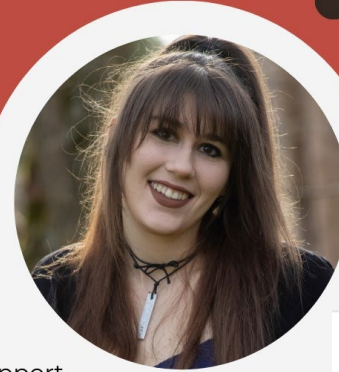
Kim DeSimone is here to support you! Connect with her today:

Email: desimonek@sou.edu
Visit: SU 322

Student Affairs Creative Media Coordinator

MEET THE TEAM

ELLIE
DEBORTOLI



DeBortoli is here to support you! Connect with her today:

debortolie@sou.edu

SOU Southern OREGON UNIVERSITY 

Welcome, Clinton Lytle!



Veterans Resource Coordinator

Office @ VRC (SU 301) - vmf@sou.edu

ASSOCIATE DEAN OF STUDENTS

MEET THE TEAM

TBD



Hoping to bring Finalists to campus the Week of April 22

Make an appointment
or visit me in SU 321!

First-Generation Forward

- Center for First-Generation Student Success began in 2017
 - Premier source for evidence-based practices, professional development, and knowledge creation for the higher education community to advance the success of first-generation students
 - 348 institutions of Higher Education representing 49 states and the District of Columbia
 - SOU, Oregon State University, Portland State University, and the University of Portland are members

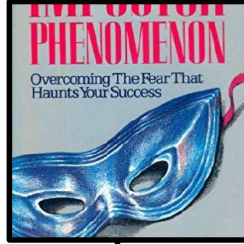


First Gen Forward Goals 2023-2025



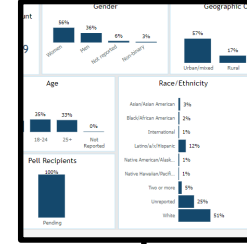
Goal 1

- Improve, distribute, and assess SOU Lingo as a tool to help first-gen students



Goal 2

- Develop, implement, and assess Impostor Syndrome Campaigns and workshops



Goal 3

- Incorporate First Generation status as part of SOU's demographic dashboards

Enrollment Management Report

Admissions & Enrollment Update

SOU Board of Trustees

Academic & Student Affairs Committee

April 18th, 2024

Zac Olson, Executive Director of Admissions & Recruitment

Dr. Matt Stillman, AVP for Enrol. Mgmt. & University Registrar

Funnel Report: New Applicant Headcount by Student Type
Fall 2023 Week Ending 4/9/23 vs. Fall 2024 Week Ending 4/7/24
24 Weeks Before Start of Term

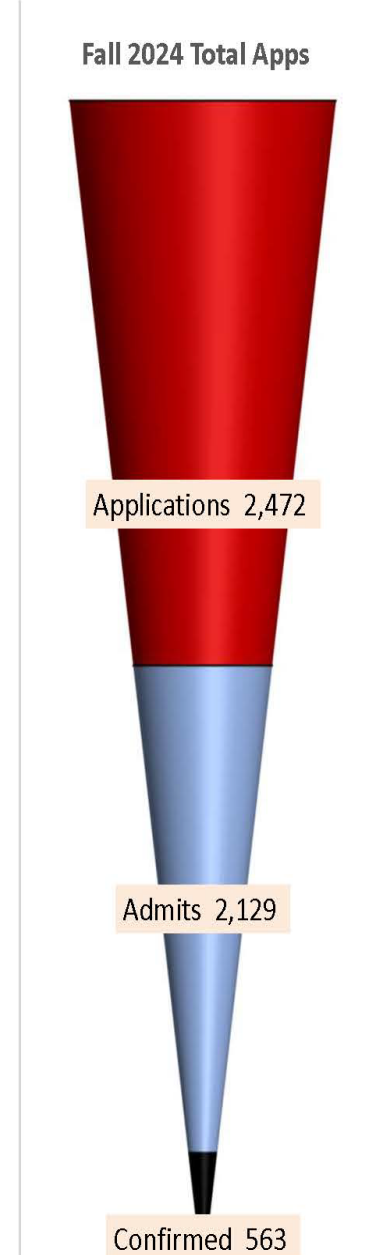
Fall 2024
 New Student
 Funnel:
 24 Weeks
 Before Start of
 Term

Applications				
Student Type	Fall 2023	Fall 2024	Change	% Change
Freshmen - Resident	1,016	1,048	32	3.1%
Freshmen - Nonresident	1,044	967	-77	-7.4%
Transfer - Resident	164	123	-41	-25.0%
Transfer - Nonresident	155	134	-21	-13.5%
Postbacs/Grads	180	200	20	11.1%
Total Apps	2,559	2,472	-87	-3.4%

Admits				
Student Type	Fall 2023	Fall 2024	Change	% Change
Freshmen - Resident	930	982	52	5.6%
Freshmen - Nonresident	945	874	-71	-7.5%
Transfer - Resident	128	86	-42	-32.8%
Transfer - Nonresident	114	94	-20	-17.5%
Postbacs/Grads	72	93	21	29.2%
Total	2,189	2,129	-60	-2.7%

Confirmed				
Student Type	Fall 2023	Fall 2024	Change	% Change
Freshmen - Resident	247	205	-42	-17.0%
Freshmen - Nonresident	241	166	-75	-31.1%
Transfer - Resident	76	53	-23	-30.3%
Transfer - Nonresident	47	46	-1	-2.1%
Postbacs/Grads	72	93	21	29.2%
Total	683	563	-120	-17.6%

Enrolled				
Student Type	Fall 2023	Fall 2024	Change	% Change
Freshmen - Resident	-	-	-	-
Freshmen - Nonresident	-	-	-	-
Transfer - Resident	-	-	-	-
Transfer - Nonresident	-	-	-	-
Postbacs/Grads	-	-	-	-
Total	-	-	-	-



Funnel Report: New Applicant Headcount by Student Type
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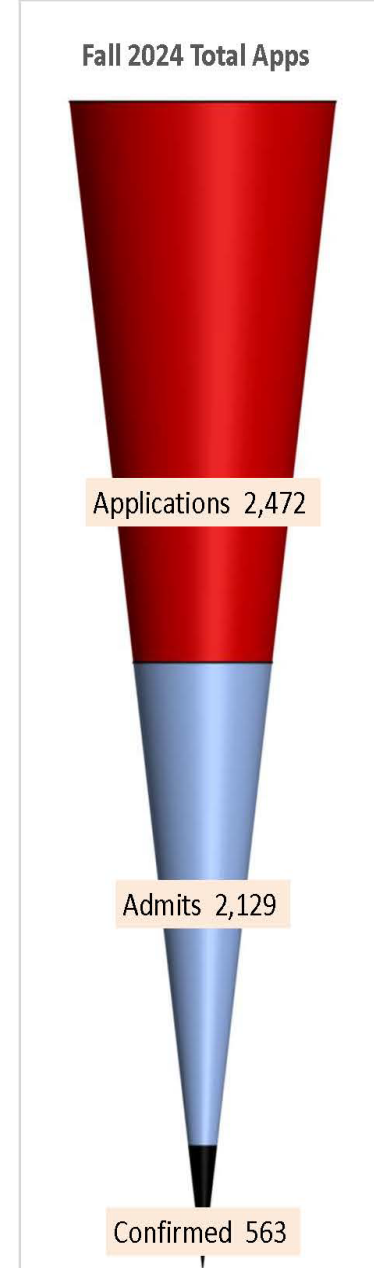
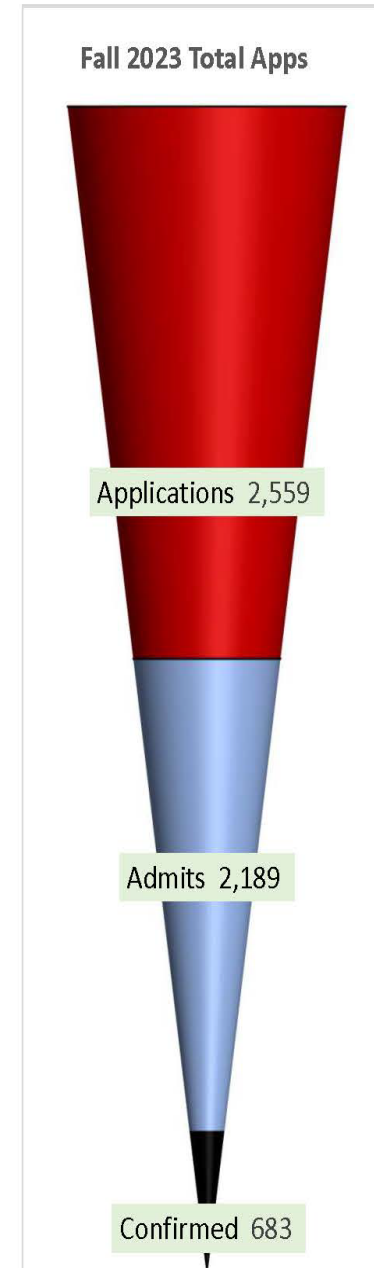
Fall 2024
 New Student
 Applications:
 24 Weeks
 Before Start of
 Term

Applications				
Student Type	Fall 2023	Fall 2024	Change	% Change
Freshmen - Resident	1,016	1,048	32	3.1%
Freshmen - Nonresident	1,044	967	-77	-7.4%
Transfer - Resident	164	123	-41	-25.0%
Transfer - Nonresident	155	134	-21	-13.5%
Postbacs/Grads	180	200	20	11.1%
Total Apps	2,559	2,472	-87	-3.4%

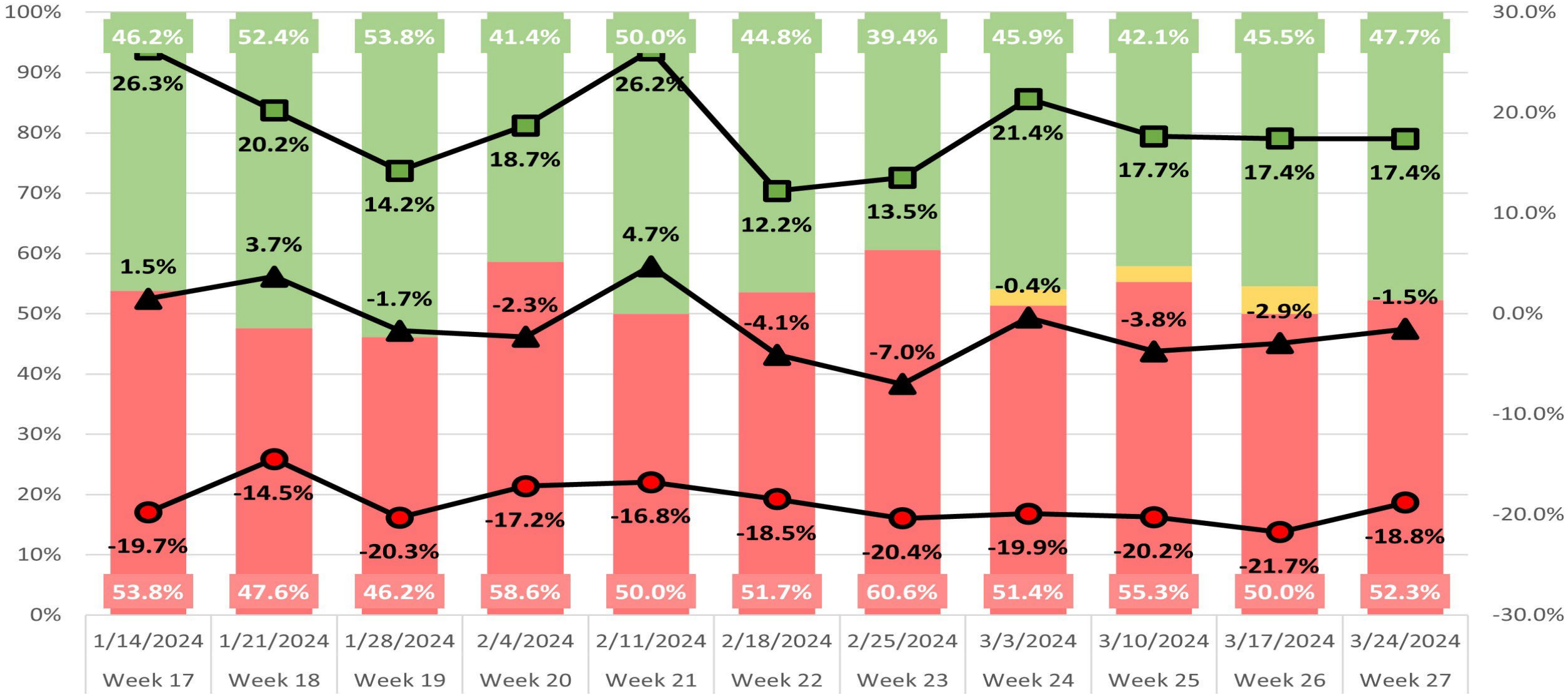
Admits				
Student Type	Fall 2023	Fall 2024	Change	% Change
Freshmen - Resident	930	982	52	5.6%
Freshmen - Nonresident	945	874	-71	-7.5%
Transfer - Resident	128	86	-42	-32.8%
Transfer - Nonresident	114	94	-20	-17.5%
Postbacs/Grads	72	93	21	29.2%
Total	2,189	2,129	-60	-2.7%

Confirmed				
Student Type	Fall 2023	Fall 2024	Change	% Change
Freshmen - Resident	247	205	-42	-17.0%
Freshmen - Nonresident	241	166	-75	-31.1%
Transfer - Resident	76	53	-23	-30.3%
Transfer - Nonresident	47	46	-1	-2.1%
Postbacs/Grads	72	93	21	29.2%
Total	683	563	-120	-17.6%

Enrolled				
Student Type	Fall 2023	Fall 2024	Change	% Change
Freshmen - Resident	-	-	-	-
Freshmen - Nonresident	-	-	-	-
Transfer - Resident	-	-	-	-
Transfer - Nonresident	-	-	-	-
Postbacs/Grads	-	-	-	-
Total	-	-	-	-

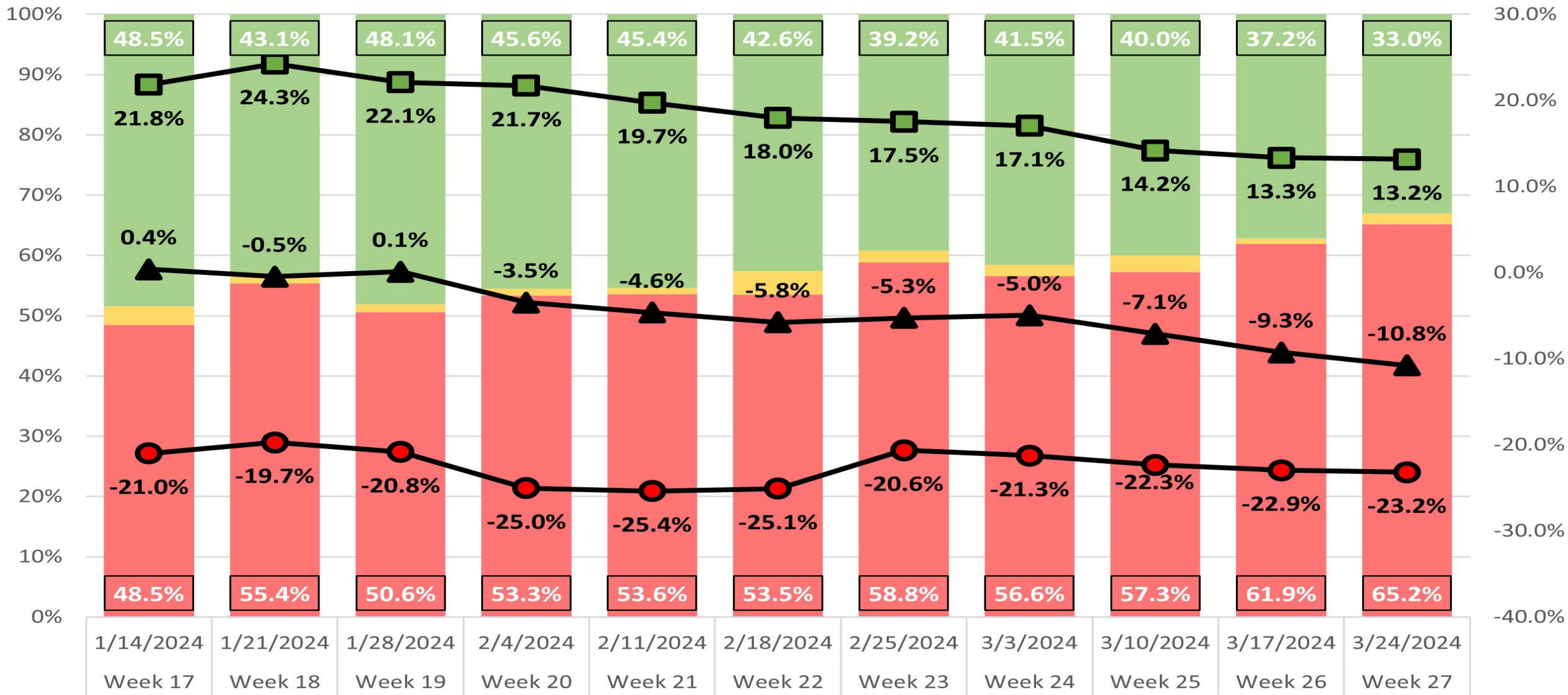


Public First-Year - Deposits



- % of Schools Down
- % of Schools Up
- % of Schools Flat
- Avg. Year-to-Year Deposit Change: Overall
- Avg. Year-to-Year Deposit Change: Down Schools
- Avg. Year-to-Year Deposit Change: Up Schools

First-Year Private - Deposits



█ % of Schools Down

█ % of Schools Up

● Avg. Year-to-Year Deposit Change: Down Schools

█ % of Schools Flat

▲ Avg. Year-to-Year Deposit Change: Overall

■ Avg. Year-to-Year Deposit Change: Up Schools

Winter 2024 Enrollment: End of term

Student Headcounts Winter 2023 Week Ending 4/2/23 vs. Winter 2024 Week Ending 3/31/24 End of Term

	Winter 2023	Winter 2024	Change	% Change	Winter 2023 End of Term	Change	% Change
New Freshmen	32	35	3	9.4%	32	3	9.4%
New Transfers	64	63	-1	-1.6%	64	-1	-1.6%
New PostBacs/Graduates	52	73	21	40.4%	52	21	40.4%
Subtotal - New Students	148	171	23	15.5%	148	23	15.5%
Continuing Undergraduate Students	2,540	2,511	-29	-1.1%	2,540	-29	-1.1%
Continuing Graduate Students	429	421	-8	-1.9%	429	-8	-1.9%
Returning Undergraduate Students	64	67	3	4.7%	64	3	4.7%
Returning Graduate Students	38	31	-7	-18.4%	38	-7	-18.4%
Non-Admitted Students	2,288	2,219	-69	-3.0%	2,288	-69	-3.0%
Grand Total - Headcount	5,507	5,420	-87	-1.6%	5,507	-87	-1.6%
Grand Total - FTE	3,401	3,385	-16	-0.5%	3,400	-15	-0.4%
Resident	4,225	4,252	27	0.6%	4,225	27	0.6%
Non-resident	1,282	1,168	-114	-8.9%	1,282	-114	-8.9%

SCH by Student Level Within Tuition Category Winter 2023 Week Ending 4/2/23 vs. Winter 2024 Week Ending 3/31/24 End of Term

Tuition Category	Winter 23	Winter 24	Change	% Change
UG WUE	7,876	7,468	-408	-5.2%
UG Resident	16,824	16,298	-526	-3.1%
UG Jack/Jo Pledge	425	395	-30	-7.1%
UG Non-resident	497	448	-49	-9.9%
UG Online	8,821	9,416	595	6.7%
Subtotal - Undergraduates	34,443	34,025	-418	-1.2%
GR Resident	403	473	70	17.4%
GR Non-resident	283	259	-24	-8.5%
GR AP MBA Online	911	1,039	128	14.1%
GR AP ED Online	516	671	155	30.0%
GR Online	195	129	-66	-33.8%
GR Education Differential	715	790	75	10.5%
Subtotal - Graduates	3,023	3,361	338	11.2%
Subtotal - Core Revenue SCH	37,466	37,386	-80	-0.2%
Staff Rates	341	330	-11	-3.2%
Waived Tuition	389	298	-91	-23.4%
Course Based Tuition	793	555	-238	-30.0%
Advanced Southern Credit	9,904	10,242	338	3.4%
Early Entry HS	95	34	-61	-64.2%
OLLI	904	838	-66	-7.3%
Subtotal - Supplemental Revenue SCH	12,426	12,297	-129	-1.0%
Grand Total - SCH	48,988	48,845	-143	-0.3%

Spring 2024 Enrollment: End of First Week

Student Headcounts Spring 2023 Week Ending 4/9/23 vs. Spring 2024 Week Ending 4/7/24 1 Week After Start of Term

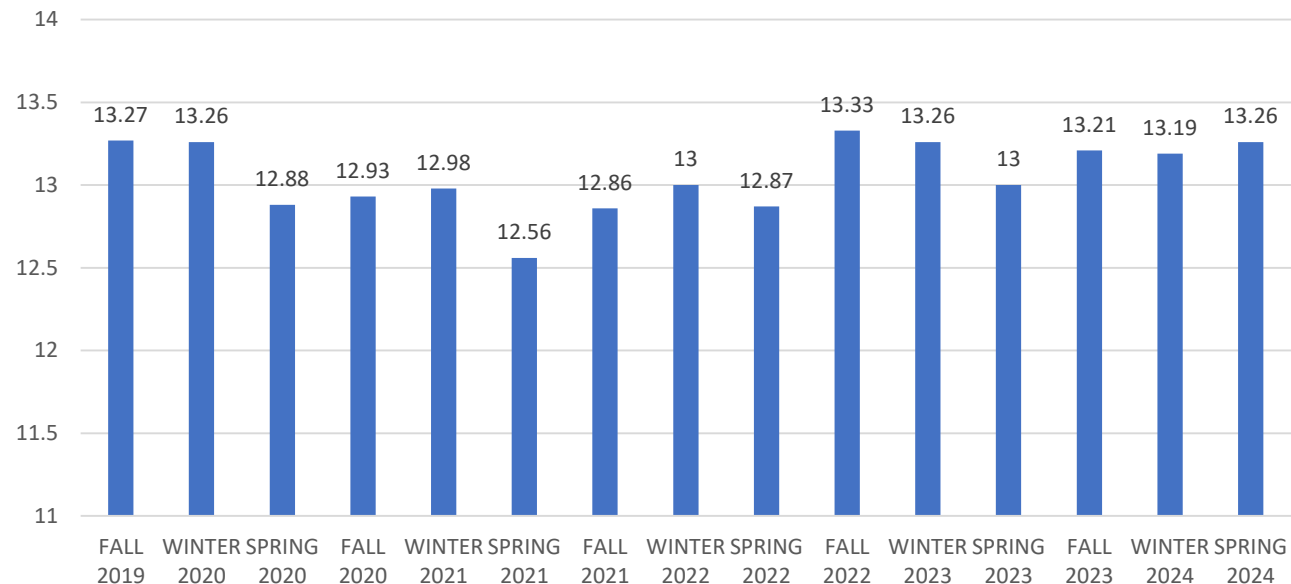
	Spring 2023	Spring 2024	Change	% Change	Spring 2023 End of Term	Change	% Change
New Freshmen	24	11	-13	-54.2%	32	-21	-65.6%
New Transfers	51	50	-1	-2.0%	64	-14	-21.9%
New PostBacs/Graduates	50	34	-16	-32.0%	52	-18	-34.6%
Subtotal - New Students	125	95	-30	-24.0%	148	-53	-35.8%
Continuing Undergraduate Students	2,447	2,407	-40	-1.6%	2,540	-133	-5.2%
Continuing Graduate Students	422	438	16	3.8%	429	9	2.1%
Returning Undergraduate Students	66	63	-3	-4.5%	64	-1	-1.6%
Returning Graduate Students	29	20	-9	-31.0%	38	-18	-47.4%
Non-Admitted Students	175	149	-26	-14.9%	2,288	-2,139	-93.5%
Grand Total - Headcount	3,264	3,172	-92	-2.8%	5,507	-2,335	-42.4%
Grand Total - FTE	2,545	2,459	-86	-3.4%	3,400	-941	-27.7%
Resident	2,159	2,139	-20	-0.9%	4,225	-2,086	-49.4%
Non-resident	1,105	1,033	-72	-6.5%	1,282	-249	-19.4%

SCH by Student Level Within Tuition Category Spring 2023 Week Ending 4/9/23 vs. Spring 2024 Week Ending 4/7/24 1 Week After Start of Term

Tuition Category	Spring 2023	Spring 2024	Change	% Change
UG WUE	7,517	7,001	-516	-6.9%
UG Resident	16,184	15,501	-683	-4.2%
UG Jack/Jo Pledge	384	393	9	2.3%
UG Non-resident	452	406	-46	-10.2%
UG Online	8,435	8,687	252	3.0%
Subtotal - Undergraduates	32,972	31,988	-984	-3.0%
GR Resident	388	376	-12	-3.1%
GR Non-resident	269	217	-52	-19.3%
GR AP MBA Online	862	923	61	7.1%
GR AP ED Online	574	602	28	4.9%
GR Online	147	174	27	18.4%
GR Education Differential	738	804	66	8.9%
Subtotal - Graduates	2,978	3,096	118	4.0%
Subtotal - Core Revenue SCH	35,950	35,084	-866	-2.4%
Staff Rates	343	250	-93	-27.1%
Waived Tuition	391	289	-102	-26.1%
Course Based Tuition	454	437	-17	-3.7%
Advanced Southern Credit	119	-	-119	-100.0%
Early Entry HS	87	25	-62	-71.3%
OLLI	-	-	-	-
Subtotal - Supplemental Revenue SCH	1,394	1,001	-393	-28.2%
Grand Total - SCH	37,344	36,085	-1,259	-3.4%

Student Success & Retention

Average SCH by Term
Degree-Seeking Undergraduates



Freshman Cohort Retention:

Fall 22 : Fall 23 = 66.3% (370/558)

Fall 21 : Fall 22 = 65.6% (334/509)

Fall 23 : Winter 24 = 90.6% (577/637)

Fall 22 : Winter 23 = 91.9% (513/558)

Winter 24 : Spring 24 = 94.3% (544/577)*

Winter 23 : Spring 23 = 91.4% (469/513)

Overall Undergraduate Retention:

Fall 22 : Fall 23 = 78.3% (2151/2747)

Fall 21 : Fall 22 = 76.2% (2291/3006)

Fall 23 : Winter 24 = 91.2% (2526/2771)

Fall 22 : Winter 23 = 91.7% (2520/2747)

Winter 24 : Spring 24 = 92.8% (2410/2597)*

Winter 23 : Spring 23 = 92.9% (2422/2607)

Freshman Cohort 6-Year Graduation:

Fall 14 : Spring 20 = 45.6% (279/612)

Fall 15 : Spring 21 = 41.0% (317/774)

Fall 16 : Spring 22 = 46.5% (303/652)

Fall 17 : Spring 23 = 44.2% (319/721)

* Still in progress – will increase

Accreditation Update



March 1, 2024

Dr. Richard Bailey
President
Southern Oregon University
1250 Siskiyou Blvd.
Ashland, OR 97520

Dear President Bailey:

This letter serves as formal notification and official record of action taken by the Northwest Commission on Colleges and Universities (NWCCU) at its meeting on January 30-February 2, 2024, concerning the Fall 2023 Evaluation of Institutional Effectiveness of Southern Oregon University.

Accreditation

Reaffirm Accreditation

Status of Previous Recommendations Addressed in this Evaluation

- Finding Type 1: Fall 2022 Policies, Regulations, and Financial Review - Fulfilled

Commendations

The Commission commends Southern Oregon University for:

1. The work of the General Education Task Force in the planning and development of the new General Education model, which is innovative, thoughtful, and student-centered.
2. Prioritizing student access and success amidst the pandemic, wildfires, financial constraints, and other challenges.
3. Faculty and staff for their resiliency and commitment to the institution and its students.
4. President Bailey for taking bold, transparent action to address financial health and management.

Recommendations Substantially in Compliance but in Need of Improvement

The Commission recommends that Southern Oregon University:

- Recommendation 1: Fall 2023 Evaluation of Institutional Effectiveness - Demonstrate a continuous process to assess institutional effectiveness, including student learning, student achievement, and support services by creating an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement. (2020 Standard(s) 1.B.1)
- Recommendation 2: Fall 2023 Evaluation of Institutional Effectiveness - Set and articulate meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions. (2020 Standard(s) 1.B.2)
- Recommendation 5: Fall 2023 Evaluation of Institutional Effectiveness - Fully demonstrate that the results of its assessment efforts are systematically used to inform academic and learning-support planning practices to continuously improve student learning outcomes and student support services. (2020 Standard(s) 1.C.5; 1.C.7)
- Recommendation 6: Fall 2023 Evaluation of Institutional Effectiveness - Publish in the catalog, or provides in a manner available to students and other stakeholders, expected student learning outcomes. (2020 Standard(s) 2.G.2;1.C.3)
- Recommendation 7: Fall 2023 Evaluation of Institutional Effectiveness - Create a Regular and Substantive Interaction policy to maintain effective learning environments with appropriate programs and services to support student learning and success. (2020 Standard(s) 2.G.1)

Recommendations Out of Compliance

The Commission finds that the following Recommendations are areas where Southern Oregon University is out of compliance with the NWCCU Standards for Accreditation. According to U.S. Department of Education Regulation 34 CFR 602.20 and Commission Policy, the Commission requires that Southern Oregon University take appropriate action to ensure these Recommendations are addressed and resolved within the prescribed four-year period.

The Commission recommends that Southern Oregon University:

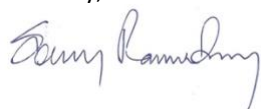
- Recommendation 3: Fall 2023 Evaluation of Institutional Effectiveness - Benchmark their disaggregated student achievement indicators against student achievement indicators from regional and national peer institutions. (2020 Standard(s) 1.D.2)
- Recommendation 4: Fall 2023 Evaluation of Institutional Effectiveness - Use their benchmarked student achievement indicators to inform the creation of student achievement goals for the institution and to pursue continuous improvement efforts in planning, decision making, and allocation of resources to mitigate perceived gaps in achievement and equity. (2020 Standard(s) 1.D.3;1.D.4)

Future Evaluations

- Ad Hoc Report Fall 2025
 - Recommendation 3: Fall 2023 Evaluation of Institutional Effectiveness
 - Recommendation 4: Fall 2023 Evaluation of Institutional Effectiveness
 - Recommendation 6: Fall 2023 Evaluation of Institutional Effectiveness
 - Recommendation 7: Fall 2023 Evaluation of Institutional Effectiveness
- Mid-Cycle Review Fall 2026
 - Recommendation 5: Fall 2023 Evaluation of Institutional Effectiveness
- Ad Hoc Report with Visit Fall 2028
 - Recommendation 1: Fall 2023 Evaluation of Institutional Effectiveness
 - Recommendation 2: Fall 2023 Evaluation of Institutional Effectiveness
- Year 6 - Standard 2 - Policies, Regulations, and Financial Review Fall 2029
- Year 7 - Evaluation of Institutional Effectiveness Fall 2030

NWCCU is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. If you have questions about any of the information in this letter, please contact your staff liaison, Dr. Gita Bangera, at gbangera@nwccu.org.

Sincerely,



Sonny Ramaswamy
President

cc: Dr. Dan DeNeui, Associate Provost
Mr. Daniel P. Santos, Chair, SOU Board of Trustees
Dr. Lindsay Couzens, Assistant Vice Provost for Academic Effectiveness, University of Nevada, Las Vegas
Mr. Ben Cannon, Executive Director, Oregon Higher Education Coordinating Commission

Response to NWCCU Recommendations

Recommendation 1

The peer evaluation team recommends that the institution demonstrate a continuous process to assess institutional effectiveness, including student learning, student achievement, and support services by creating an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

- **Ecosystem project:** partnering with Sierra Learning Solutions that will us develop and depict the continuous process to assess institutional effectiveness.
- **SOU Forward:** outlines evaluation criteria used to inform and refine our effectiveness, assign resources, and improve student learning and achievement.
- **Nuventive Improvement Platform:** (Improve) is used to document assessment, evaluation, feedback, and planning.
- **Estimated completion:** Ecosystem project end of Spring Term 2024; Nuventive reconfiguration end of AY 2023-2024.

Recommendation 2

The peer evaluation team recommends that the institution set and articulate meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

- List of [peer comparators](#) published now.
- Ongoing discussions about indicators to be completed by the end of Fall Term 2024.

Recommendation 3

The peer evaluation team recommends that the university benchmark their disaggregated student achievement indicators against student achievement indicators from regional and national peer institutions.

- A subgroup of Enrollment Council is looking in the enrollment landscape.
- SOU Institutional Research Office will include benchmarks and comparison in reporting.
- Anticipated completion end of Fall Term 2024

Recommendation 4

The peer evaluation team recommends that the university use their benchmarked student achievement indicators to inform the creation of student achievement goals for the institution and to pursue continuous improvement efforts in planning, decision making, and allocation of resources to mitigate perceived gaps in achievement and equity.

- The Student Success and Retention committee of the Enrollment Council already considers this broader question
- Once peer institutions are identified and reporting is underway, results will be used to inform the development of programmatic efforts and contribute to the next strategic plan.
- Initial report due to NWCCU 2026-2027 mid-cycle review

Recommendation 5

The peer evaluation team recommends the university fully demonstrate that the results of its assessment efforts are systematically used to inform academic and learning-support planning practices to continuously improve student learning outcomes and student support services.

- Implement processes created in response to Recommendation One (Ecosystem Project)
- Revisit and improve Nuventive reports to better capture roll-up of existing assessment efforts.
- Will need to demonstrate evidence of systematic use of assessment results for 2026-2027 mid-cycle review.

Recommendation 6

The peer evaluation team recommends that the institution publishes in the catalog, or provides in a manner available to students and other stakeholders, expected student learning outcomes.

- SOU University Assessment Committee is actively working on this recommendation.
- Winter assessment retreat held on March 1, was a working retreat to develop actionable learning outcomes for all academic programs.
- Anticipate having all learning outcomes published in 2024-2025 catalog.

Recommendation 7

The peer evaluation team recommends that the institution creates a Regular and Substantive Interaction policy to maintain effective learning environments with appropriate programs and services to support student learning and success.

- SOU Center for Teaching and Learning and Director of Assessment McFall actively working on an RSI Toolkit for faculty.
- Anticipate completion by end of AY 2023-2024.

Proposed New Curriculum (Action)

Bachelor of Science, Biomedical Science

DRAFT revised 8.24.23

Proposal for a New Academic Program

This program proposal form is intended to help you navigate the approval process and to provide assistance in gathering evidence to establish alignment, demand, and viability of new programs. SOU carefully considers several factors in the reviews of a new academic program proposals including, but not limited to: alignment with the institutional mission and strategic plan, market and student demand, competition, recruitment and retention factors, the points of the triangle and resource need. All programs under consideration must answer the five questions as outlined in the SOU forward plan. Those five questions are:

- What resources will this new proposal require?
- What are the anticipated fiscal or performance benefits from this initiative?
- What is the time horizon for these expected benefits?
- What metrics and measurements will be used to monitor progress?
- What actions will be taken if the expected milestones are not achieved?

Deadline: October 27th, 2023 ([Why is this deadline so important?](#))

Please complete the following:

School(s): Science and Business

Program(s): Biomedical Science

Program type (Bachelor, Master, minor, Certificate): Bachelor

Degree Designation (BA, BS, BFA, MS, other): BS

Program Delivery (traditional/in-person, online, hybrid, other): Traditional

When do you want the program to start: Fall 2024

A. Program Overview

a. Provide a brief description of the program.

The Biomedical Science program at SOU will provide training and development for students interested in careers in biomedical or clinical research and clinical laboratory sciences, as well as those planning to pursue allied health professions such as medicine, dentistry, optometry, and physician assistant studies.

b. Will this program support or be supported by other programs?

Yes. The major will be built largely from existing courses offered in the Biology, Chemistry, Sociology and Anthropology, Psychology, and Health and Exercise Science programs.

c. Are there similar majors, certificates, minors, or credentials at SOU? How will this program impact those programs?

The major will undoubtedly compete directly with the Biology and Chemistry majors, including the biochemistry concentration offered through Chemistry. However, as a program largely built from the requirements in these existing majors, we hope to increase overall enrollment in the courses offered for all three majors. The major will enhance existing programming in the sciences by marketing to students specifically interested in medicine while bringing students to campus for a liberal arts education, ultimately improving enrollments in courses across campus.

d. What are the learning outcomes for the program.

- i. Develop a basic understanding of the physical sciences examining mechanisms and processes across a broad range of scales.
 1. Assessed through the newly implemented BioMAPS assessment tool used within the Biology department.
- ii. Develop an integrative understanding of human health in preparation for careers in biomedical sciences, health care, and clinical research.

1. Integrative understanding established through the requirement of diverse coursework outside of Biology.
2. Assessed through the completion of the Biology Capstone requirements.
- iii. Formulate strategies to address complex quantitative and qualitative problems within biomedical sciences.
 1. Assessed through the completion of the Biology Capstone requirements, specifically through engagement with primary literature and conducting independent research.
- iv. Exercise responsible and ethical conduct in scholarship and research demonstrating honesty, accuracy, efficiency, and objectivity while upholding the highest standards of integrity and professionalism.
 1. Completion of General Education capacities will provide exposure to practices in honesty, integrity, and professionalism across disciplines.
 2. Responsible conduct of research discussed during the capstone preparation course taught within the Biology department.
 3. Evaluated during completion of Biology Capstone requirements.

B. Alignment with Institutional Mission and Goals:

- a. How does the proposed program support SOU's mission and strategic plan goals?

This new major focuses on a regional and national need to provide workforce development in the allied health professions. Some of the fastest growing careers in 2023 include nurse practitioners, medical and health service managers, and physician assistants. The Rogue Valley has identified the lack of health professionals as one of the primary concerns to economic development and regional stability. In collaboration with our existing degrees in biology, chemistry, nursing, healthcare management, and health and exercise science, the biomedical science program will prepare students to launch fulfilling careers in the health professions.

C. Points of the Triangle:

- a. **Describe how this program supports one or more of the points of the triangle (supporting the liberal arts foundation, regional responsiveness, and/or creativity and innovation).**

The new biomedical sciences major strongly supports two of the points of the triangle in different ways. Regarding the liberal arts, the major has been designed to incorporate a broad array of upper division electives drawing from many existing programs on campus. When compared to the existing Biology major, students have a much wider array of upper division electives to choose from to complete their degree. There is a broader call across the country for students entering health professions to have a more well-rounded undergraduate experience, and this major is responding to that call by creating more opportunities for upper division non-biology coursework.

Regarding regional responsiveness, this major is being created with the knowledge that the Rogue Valley currently has a lack of health professionals. This gap between supply and demand for health care professionals is hindering economic development and regional stability. There are only a handful of institutions in Oregon that currently offer similar programs. Oregon State University offers undergraduate majors in both Biomedical Science and BioHealth Sciences. In addition, OHSU provides pathways to professional graduate degrees and academic graduate degrees in biomedicine. However, no regional institution within the State of Oregon offers a Biomedical major and no similar programs exist in Southern Oregon or Northern California. SOU students pursuing the biomedical science degree are likely candidates for professional and academic graduate programs at OHSU. In addition, they will be prepared for PhD programs in Comparative Health Sciences at Oregon State University and in Biology at the University of Oregon, particularly through the Institute of Molecular Biology.

D. Demand: Working with SOU's Institutional Research (required for new majors, suggested for certificates), please provide answers to the following questions.

- a. What is the current, five, and ten-year employment outlook for students graduating with this degree. Please provide both regional and national data.

We performed two separate analyses using lightcast: one for the employment outlook for students with a bachelor's degree in biomedical sciences (Appendix A), and one for the jobs that require postgraduate education (Appendix B). Regardless of the analysis, we see positive projections for local and national employment opportunities. When analyzing the job opportunities for individuals that obtained postgraduate education (ie. med school, grad school, etc) in Oregon, California, Washington, Nevada, and Idaho, we see an increase of job openings by 20.7% between 2017-2022. This is not shocking as the need for medical professionals was evident as the country went through the COVID-19 pandemic. When analyzing the job opportunities for individuals that only obtained a biomedical science undergraduate degree in Oregon, California, Washington, Nevada, and Idaho, we see an increase of job openings by 12.7% between 2017-2022. Both of these trends are maintained when we look at national job opportunities. Overall this suggests that there is a growing demand, and the 5-10 year outlook for the careers associated with a biomedical science program are all positive.

- b. Please provide a comparator analysis that establishes a clear need for this program. Include a list of similar programs that exist regionally, statewide, and/or nationally and a summary of how the proposed program would complement similar programs at other institutions. Related to this, if a program would be in direct competition with another program, provide a rationale for why the demand would not be impacted by that program.

Lightcast was used to process the comparator analysis (Appendix C). From this analysis, we do see two relevant trends. More schools have been creating biomedical programs in the last 10 years and the majority of our comparative schools have young programs. While this would suggest that it is a competitive market, the degree completion rates for virtually all schools have been growing over the last 5 years. The composite degree completion totals per year from biomedical programs in Oregon, Washington, California, Nevada, and Idaho have doubled between 2012-2022. This suggests that while there is competition, the supply of students for these programs is robust enough and is steadily growing enough to support our new program.

- c. Does the program serve a specific population or meet a specific need not captured through the data provided above?

This program provides important regional support for students interested in pursuing the Biomedical Sciences. As SOU serves a large population of students from Northern California and Southern Oregon, we would be the only 4-year institution within this particular region with a Biomedical Sciences program. It can also appeal to students looking for an affordable, small school experience, as the vast majority of schools that currently offer a Biomedical Sciences program are state flagship institutions.

- d. Will this program provide any opportunities to attract and retain students from underserved populations. Are there existing programs or resources that might help recruit these students?

One of the primary goals of this program is to attract and retain students from underserved populations. Certain tracks in the program were designed around specific post baccalaureate schooling requirements. This program, with its delineated certificates, provides a clear path for the

students to ensure that they can complete degrees on time and without missing any critical course requirements for their program(s) of interest.

E. Resource needs:

- a. Will new or additional faculty be needed to provide this program? Please explain how you arrived at the answer provided. If additional faculty teaching hours are needed, how will that need be met?
Not initially. We anticipate that the major can be offered with existing faculty. All of the current courses listed have faculty on campus that can teach them. However, we anticipate growth in the major will ultimately lead to the need to hire one additional tenure-track faculty line in Biology.
- b. Will new or additional administrative support be needed to provide this program?
The new major will be offered through the existing Biology Department. The program may need a program lead, but the program lead will be supported by the existing department chair and school director.
- c. Will new or additional resources (facilities, equipment, etc.) be needed to provide this program? How will those needs be met?
All facilities and lab spaces required for program delivery are currently available and sufficient for offering this major at SOU. Additionally, SOU hosts the only regional anatomy and physiology lab with human cadaver capacity. This cadaver lab will be essential to delivery of the major.
- d. Will new curriculum be needed to deliver this program?
In Appendix D (attached), we have designed a full curricular proposal using only existing or soon to be offered courses at SOU. Going forward, some changes to existing courses and a few new courses may be required.
- e. Sufficient information resources are necessary to ensure the quality of new programs and to meet accreditation requirements. Contact your library faculty subject liaison to arrange a collection assessment demonstrating the level of current and/or needed information resource support for the proposed program. Attach a copy of the report with this proposal.
1 page report, Appendix E_Assessment for Biomedical Science

F. Program Impact and Evaluation:

- a. What impact will this program have on SOU (i.e. enrollment, tuition, fees, community profile, career preparation for students, meeting the needs of an underserved population, etc.)?

The program is specifically designed to provide a guided pathway to careers in biomedical science and allied health professions. Each pathway has tailored requirements based on what professional programs require or recommend from across the country with the emphasis on the Western half (see Appendices F-I). This is especially valuable to first generation and underserved communities because in our current model there are too many “hidden” requirements that are unclear or unspoken. We anticipate that this program will improve the reputation of SOU within the region and beyond, as it will provide a clear pipeline for students to enter professions within the healthcare field.

The program also provides an important solution for an existing problem that students currently experience in the Biology major. Many students reach the maximum time frame for federally funded coursework without completing all needed courses for professional programs. Without having an explicit requirement within the Biology major for these courses, students end up paying out of pocket for them. With explicit requirements in the new Biomedical Sciences program, they will avoid this problem.

In addition, we further anticipate meaningful partnerships between our region's largest employers. These partnerships will include direct giving to SOU through faculty research support, student scholarships, internships, and equipment. Likely partners include:

Asante Health Network
AllCare Health
Moda Health
Providence
Rogue Community Health
Veterans Affairs
OHSU
Biomed Diagnostics
FlowJo
Nielson Research Corporation

i. What is the three and five year projection for major headcount and SCH for the program?

Number of Anticipated Majors:

24-25: 20

25-26: 50

26-27: 80

27-28: 110

28-29: 150

Three-year projection for SCH: 3,600

Five-year projection for SCH: 6,750

b. What is the three and five year projection for SCH to Faculty ELU ratio?

As there is no course in the major that is new, this major should only increase our current SCH/ELU ratio for each class. For lecture-based classes in the core (intro bio, gen chem, physics, math, Genetics, cell and Microbiology) we expect, conservatively, SCH/ELU increase by 5-10 with new student additions by year 3 and 10-15 by year 5.

Labs associated with those classes are loaded 1-2 SCH per student and 3 ELU for each lab section. This should increase each lab by 1-3 SCH/ELU by year 5 and 3-5 SCH/ELU by year 5. However, in our more popular classes this could require new lab sections. Which would still provide more SCH but at a cost of 3 ELU so the ratio could be closer to similar as before.

For the classes that are required in specific tracks, the increases will be biased by the popularity of the track. Our assumption is that Pre-med, Pre-PA, and Pre-dental tracks will be the most popular and thus the classes required for those should see conservatively an increase of 3-5 SCH/ELU for lectures and 1 SCH/ELU for labs by year 3 and 6-8 SCH/ELU for lectures and 2 SCH/ELU.

For all classes that are upper division electives, we will see some gain in SCH/ELU. Much of this will be dependent on when they are being taught as many of the electives are on a 2-year rotating schedule but we should see a 2-4 SCH/ELU increase for each lecture and roughly 1 for each SCH/ELU in 3 years and 3-5 SCH/ELU for lectures and 1 SCH/ELU.

i. What is the three and five year projection for total number of degrees (grad degrees, majors, certificates) awarded?

Three-year projection for degrees awarded: 20

Five-year projection for degrees awarded: 80

ii. What is the three and five year projection for course fill rate?

Please send the completed form to walsh@sou.edu, deneuid@sou.edu, and provostsoffice@sou.edu.

Three-year projection for course fill rate: 80%

Five-year projection for course fill rate: 90%

- c. Will any prerequisites or other course requirements affect other departments/programs? 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 following programs may be affected by this proposal: Biology, Chemistry, Mathematics, Health and Exercise Science, Sociology and Anthropology, and Psychology. Contact and discussions are attached in Appendices J-L.

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

Departments/Chairs and Faculty contacted:

Mathematics (Curtis Feist)

Chemistry (Anna Oliveri)

Health and Exercise Science (Joel Perkins, Ryan Weatherwax)

Sociology and Anthropology (Jessica Piekielek, Larry Gibbs)

Psychology (Emily Reeder, Rachel Jochem, John Taylor, Mark Krause)

Appendices

Appendix A. Biomedical Science Undergraduate Occupation Overview (19 pages)

Appendix B. Biomedical Science Graduate Occupation Overview (19 pages)

Appendix C. Biomedical Science Program Overview 7309 (17 pages)

Appendix D. Curriculum for Biomedical Sciences Program (3 pages)

Appendix E. Library Assessment for Biomedical Science (1 page)

Appendix F. Medical School Course Reqs (1 page)

Appendix G. Dental School Course Reqs (5 pages)

Appendix H. Optometry School Course Reqs (3 pages)

Appendix I. Physician Assistant Program Course Reqs (1 page)

Appendix J. Chairs Communication for Biomed Proposal (3 pages)

Appendix K. Psychology Communication for Biomed Proposal (3 pages)

Appendix L. SOAN Communication for Biomed Proposal (2 pages)

Signatures

<u>Michael S. Parker</u>		<u>11/03/23</u>
Chair (printed name)	Signature	Date

<u>Vincent Smith</u>	<u>Vincent Smith</u>	<u>11/28/23</u>
School Director (printed name)	Signature	Date

_____	_____	_____
Provost (printed name)	Signature	Date

MEMORANDUM

TO: Nicholas Stewart, Biology; Melissa LaBonty, Biology
CC: Bri Stinn, Provost's Office
FROM: Emily Miller-Francisco, Biology and Collection Development Librarian
DATE: October 3, 2023
SUBJECT: Resources to support proposed BS in Biomedical 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).

DATABASES

Hannon Library provides indexing and online access to biomedical science journals through ProQuest Central, MEDLINE, and Biological Abstracts. Another option is to search our general Hannon Library Search catalog that provides access to all of our full-text journals. The Library also provides linking to PubMed, a free interface that facilitates access to MEDLINE materials in a more user-friendly interface. Ideally, we would add MEDLINE through ProQuest since it has a familiar, user-friendly interface that also provides links to our full text and interlibrary loan options. The cost for this would be approximately \$850 per year.

JOURNALS

We have a number of journals that would be appropriate to this area of study. A few examples include:

- Biomaterials (1995 to current)
- Journal of Pharmaceutical and Biomedical Analysis (1995 to current)
- Journal of Chromatography. B, Analytical Technologies in the Biomedical and Life Sciences (2002 to current)
- Social Science & Medicine (1995 to current)
- Journal of Biomechanics (1995 to current)
- Applied Microbiology and Biotechnology (1997 to current)
- Journal of Biomedical Materials Research. Part A (2003 to current)
- Nature Biotechnology (2000 to 1 year ago)
- Nature (last 7 years)
- Science Online (1997 to current)

We also provide access to prominent, relevant Open Access journals through our interfaces, such as PLoS One and International Journal of Molecular Sciences.

BOOKS

A simple search for "biomedical" finds 3739 books. Of these, 739 were published in the past 5 years. Expanding the 5-year search to our library consortium finds an additional 107 books that can be easily requested by students for research purposes. Searches for related, specific topics such as genetic engineering, genome sequencing, or microscopy will find additional books.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED BIOMEDICAL SCIENCE PROGRAM

Hannon Library's holdings of books and journals relating to biomedical science are adequate to support a bachelor-level program in biomedical science. Students would benefit from better access to MEDLINE, but that is not immediately necessary. Please use these amounts in the HECC Budget Outline Form:

Library/Printed	\$0.00
Library/Electronic	\$0.00

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

Appendix A. Proposed Curriculum for Biomedical Sciences Program

Core Requirements for all students in program:

Biology (28 credits)

BI 211, 212, 213 with labs (Introductory Biology Series)

BI 341 with lab (Genetics)

BI 342 with lab (Cell Biology)

BI 451 with lab (Microbiology)

Chemistry (15 credits OR 18 credits with Chemical Problem Solving, CH 195/196/197)

CH 221, 222, 223 (Introductory Chemistry Series)

CH 227, 228, 229 (Intro Chem Labs)

Math (12 credits)

MTH 251 (Calculus I)

STAT 243Z (Elementary Statistics)

MTH 343 (Applied Statistics) OR MTH 252 (Calculus II)

Physics (15 credits w/o Calculus OR 18 credits w/ Calculus)

PH 201, 202, 203 (General Physics Series) OR PH 221, 222, 223 (Gen Phys w/ Calculus)

PH 224, 225, 226 (General Physics Labs)

Capstone (6-8 credits)

Minimum 76 credits from core reqs

Certificates for Upper Division Requirements - Students select one of the following:

- 1) Biomedical Research Certificate (Minimum 28 additional credits)

Chemistry (8-10 credits)

CH 331 OR CH 334+337 (Organic Chemistry Req)

CH 350 OR CH 451 (Biochemistry Req)

Biology (4 credits)

BI 425 with lab (Molecular Biology)

Upper Division Electives (16-20 credits)

Choose 5 from list below

- Must not overlap with required courses within track
- One course must come from outside of Biology (BI) and Chemistry (CHEM)

2) Pre-Medical Certificate (Minimum 32 additional credits)

Chemistry (15-17 credits)

CH 334+337 (Organic Chemistry I)

CH 335+338/340 (Organic Chemistry II)

CH 350 OR CH 451 (Biochemistry Req)

Biology (4 credits)

BI 314 with lab (Comp. Animal Physiology)

Upper Division Electives (13-16 credits)

Choose 4 from list below

- Must not overlap with required courses within track
- One course must come from outside of Biology (BI) and Chemistry (CHEM)

3) Pre-Dental & Pre-Optometry Certificate (Minimum 36 additional credits)

Chemistry (15-17 credits)

CH 334+337 (Organic Chemistry I)

CH 335+338/340 (Organic Chemistry II)

CH 350 OR CH 451 (Biochemistry Req)

Biology (15 credits)

BI 231, 232, 233 with labs (Human Anatomy & Physiology)

Upper Division Electives (6-8 credits)

Choose 2 from list below

- Must not overlap with required courses within track

4) Physician Assistant & Chiropractic Certificate (Minimum 36 additional credits)

Chemistry (8-10 credits)

CH 331 OR CH 334+337 (Organic Chemistry Req)

CH 350 OR CH 451 (Biochemistry Req)

Biology (15 credits)

BI 231, 232, 233 with labs (Human Anatomy & Physiology)

Upper Division Electives (13-16 credits)

Choose 4 from list below

- Must not overlap with required courses within track
- One course must come from outside of Biology (BI) and Chemistry (CHEM)

5) Medical and Clinical Laboratory Sciences Certificate (Minimum 28 additional credits)

Chemistry (8-10 credits)

CH 331 OR CH 334+337 (Organic Chemistry Req)

CH 350 OR CH 451 (Biochemistry Req)

Biology (3 credits)

BI 456 (Immunology)

Upper Division Electives (17-20 credits)

Choose 5 from list below

- Must not overlap with required courses within track

Options for Upper Division electives

BI 314 (Comparative Animal Physiology) *every year

BI 348 (Evolution) *every year

BI 420 (Developmental Biology) *every other year

BI 425 (Molecular Biology) *every year

BI 426 (Genomics) *every other year

BI 456 (Immunology) *every other year

BI 457 (Virology) *every other year

CH 375 (Computational Methods) *every year

CH 421 (Analytical Chemistry) *every year

CH 425 (Instrumental Chemistry) *every year

CH 450 (Bioinformatics) *every other year

CH 452 (Biochemistry II) *every year

CH 453 (Biochemistry III) *every year

HE 325 (Nutrition) *every term

HE 361 (Health Equity, Diversity, and Inclusion) *every year

HE 362 (Community Health) *every term

HE 452 (Analysis of Stress) *nearly every term

PSY 351 (Behavioral Neuroscience) *every term

PSY 370 (Lifespan Development) *every term

PSY 457 (Psychopharmacology) *multiple terms a year

PSY 479 (Abnormal Psychology) *every term

SOAN 335 (Medical Anthropology) *every year

SOAN 338 (Sociology of Health, Illness, and Health Care) *every year

SOAN 350 (Human Evolution) *every other year

SOAN 365 (Epidemiology) *every other year

Italics = courses that require instructor permission to enroll

Major in Biomedical Science

7 messages

Vincent Smith <smithv3@sou.edu>

Fri, Sep 22, 2023 at 10:55 AM

To: Larry Gibbs <gibbsl@sou.edu>, Anna Oliveri <oliveria@sou.edu>, Rachel Jochem <jochemr@sou.edu>, Michael Parker <parker@sou.edu>, Jessica Piekielek <piekielj@sou.edu>, Joel Perkins <perkinsj@sou.edu>, Melissa LaBonty <labontym@sou.edu>, Nicholas Stewart <stewartn@sou.edu>, Curtis Feist <feistc@sou.edu>

Colleagues,

I have attached a draft proposal for a new major in biomedical science. If you are cc'd here, there are courses in this major from your area or discipline. We'd love your feedback. Please take a look and let me know if you have edits/changes/suggestions. I'd love your feedback by October 1! Thank you to those of you who have already provided comments!!

Vincent M. Smith, PhD

Director, School of Science and Business
Director, Institute for Applied Sustainability
Director, The Farm at SOU: A Center for Sustainability
Professor, Environmental Science, Policy, and Sustainability
Southern Oregon University | 1250 Siskiyou Blvd | Ashland OR 97520
541-552-6802 | Britt Hall 134

Why I'm at SOU: <https://www.youtube.com/watch?v=Ski0MzPd5IM>**Fall '23 Proposal Materials (1) (1).docx**

14K

Vincent Smith <smithv3@sou.edu>

Fri, Sep 22, 2023 at 11:21 AM

To: Curtis Feist <feistc@sou.edu>, Melissa LaBonty <labontym@sou.edu>, Nicholas Stewart <stewartn@sou.edu>

Thanks Curtis!

Vincent M. Smith, PhD

Director, School of Science and Business
Director, Institute for Applied Sustainability
Director, The Farm at SOU: A Center for Sustainability
Professor, Environmental Science, Policy, and Sustainability
Southern Oregon University | 1250 Siskiyou Blvd | Ashland OR 97520
541-552-6802 | Britt Hall 134

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

On Fri, Sep 22, 2023 at 11:20AM Curtis Feist <feistc@sou.edu> wrote:

Looks good from my end; the mathematics requirements look solid and appropriate.

Curtis

[Quoted text hidden]

Vincent Smith <smithv3@sou.edu>

Fri, Sep 22, 2023 at 12:07 PM

To: Nicholas Stewart <stewartn@sou.edu>, Melissa LaBonty <labontym@sou.edu>

Vincent M. Smith, PhD

Director, School of Science and Business
Director, Institute for Applied Sustainability
Director, The Farm at SOU: A Center for Sustainability
Professor, Environmental Science, Policy, and Sustainability
Southern Oregon University | 1250 Siskiyou Blvd | Ashland OR 97520
541-552-6802 | Britt Hall 134



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

----- Forwarded message -----

From: **Vincent Smith** <smithv3@sou.edu>
Date: Fri, Sep 22, 2023 at 12:07 PM
Subject: Re: Major in Biomedical Science
To: Joel Perkins <perkinsj@sou.edu>

Thanks Joel.

Vincent M. Smith, PhD

Director, School of Science and Business
Director, Institute for Applied Sustainability
Director, The Farm at SOU: A Center for Sustainability
Professor, Environmental Science, Policy, and Sustainability
Southern Oregon University | 1250 Siskiyou Blvd | Ashland OR 97520
541-552-6802 | Britt Hall 134



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

On Fri, Sep 22, 2023 at 11:30AM Joel Perkins <perkinsj@sou.edu> wrote:

Vince,

We have no issues with the courses that you have included from Health and Exercise Science (HEX) and are excited that we are a part of the proposal.

Respectfully,

Joel Perkins
Senior Instructor II
Health & Exercise Science Chair
Southern Oregon University
Office - 541-552-6866
Cell - 541-217-9057

On Fri, Sep 22, 2023 at 10:55AM Vincent Smith <smithv3@sou.edu> wrote:

[Quoted text hidden]

Jessica Piekielek <piekielj@sou.edu>

Fri, Sep 22, 2023 at 1:44 PM

To: Vincent Smith <smithv3@sou.edu>, Melissa LaBonty <labontym@sou.edu>

Hi Vince and Melissa,

Melissa and I discussed the SOAN courses on the list. Looks good. What do you think about adding SOAN 350 Human Evolution to the electives list? We usually offer it every other year. I've attached a syllabus.

Jessica

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

On Fri, Sep 22, 2023 at 10:55 AM Vincent Smith <smithv3@sou.edu> wrote:

[Quoted text hidden]

 **SOAN 350 - Tveskov - W 2023 - CRN 3940.pdf**
218K

Vincent Smith <smithv3@sou.edu>
To: Jessica Piekielek <piekielj@sou.edu>
Cc: Melissa LaBonty <labontym@sou.edu>

Fri, Sep 22, 2023 at 1:50 PM

Thanks Jessica!!

Vincent M. Smith, PhD
Director, School of Science and Business
Director, Institute for Applied Sustainability
Director, The Farm at SOU: A Center for Sustainability
Professor, Environmental Science, Policy, and Sustainability
Southern Oregon University | [1250 Siskiyou Blvd](#) | Ashland OR 97520
541-552-6802 | Britt Hall 134



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

[Quoted text hidden]

Melissa LaBonty <labontym@sou.edu>
To: Vincent Smith <smithv3@sou.edu>
Cc: Jessica Piekielek <piekielj@sou.edu>

Thu, Sep 28, 2023 at 9:48 AM

Hi Jessica,

Circling back today to our biomedical sciences proposal, we would be happy to add human evolution as well. It's a great foundational class to help students understand the evolution of human anatomy. Thank you for the suggestion!

[Quoted text hidden]

Jessica Piekielek <piekielj@sou.edu>
To: Melissa LaBonty <labontym@sou.edu>
Cc: Vincent Smith <smithv3@sou.edu>

Thu, Sep 28, 2023 at 9:50 AM

Sounds good!

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

[Quoted text hidden]

biomedical science major

5 messages

Mark Krause <krausema@sou.edu>
To: Melissa LaBonty <labontym@sou.edu>

Mon, Sep 25, 2023 at 1:07 PM

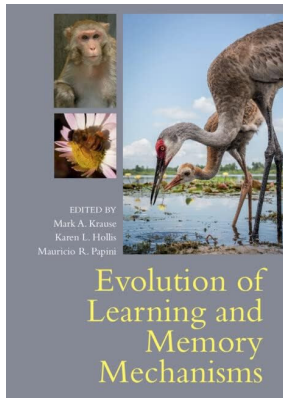
Hi Melissa.

I'm the usual instructor for psy 351 and John Taylor forwarded your email to me. The major you are developing sounds wonderful. I just wanted to let you know we'd not forgotten you, and I'm checking in with my chair about the prereq question. Talk to you soon.

Mark

Mark Krause, PhD
he/him/his
Professor
Department of Psychology
Southern Oregon University
Ashland, OR 97520
(541) 552-6977
krausema@sou.edu
Zoom room: <https://tinyurl.com/markkrause>

Evolution of Learning and Memory Mechanisms, Krause, Hollis, Papini (Eds)

Link to details on book [here](#)

Melissa LaBonty <labontym@sou.edu>
To: Mark Krause <krausema@sou.edu>

Tue, Sep 26, 2023 at 1:53 PM

Hi Mark,

Thanks for reaching out! We are very excited about the new major, especially the opportunity to offer a more diverse course selection at the upper division level. I believe students will be quite receptive to this and hopefully it will boost enrollment numbers in many of the great classes offered across campus.

Look forward to talking more about this and how your dept feels about needed prerequisites. We really appreciate your input!

Best,
Melissa

[Quoted text hidden]

Mark Krause <krausema@sou.edu>
To: Melissa LaBonty <labontym@sou.edu>
Cc: Emily Reeder <reedere1@sou.edu>

Thu, Sep 28, 2023 at 9:28 AM

Hi Melissa,

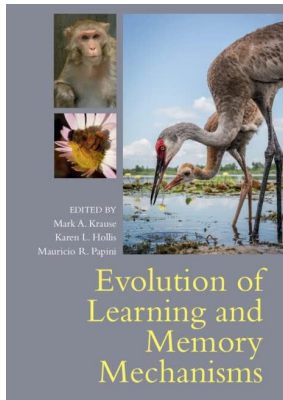
Thanks for your patience on our response. Our feeling is that we need to keep the prerequisite in place because otherwise we would convey a message that could serve to undermine our own curriculum. However, that does not diminish our support or enthusiasm for the major you are developing. How about keeping the prerequisite and adding "or with permission from instructor"? I've let biology majors into 351 many times under such circumstances, so I don't see why the same can't apply to biomedical science. Unless I'm mistaken. We also offer a psychopharmacology course (PSY 457) that could be of interest to the students. Please let us know if you have questions or want to discuss further (CCd is my dept chair, Emily Reeder).

Best regards

Mark

Mark Krause, PhD
he/him/his
Professor
Department of Psychology
Southern Oregon University
Ashland, OR 97520
(541) 552-6977
krausema@sou.edu
Zoom room: <https://tinyurl.com/markkrause>

Evolution of Learning and Memory Mechanisms, Krause, Hollis, Papini (Eds)



[Link to details on book here](#)

[Quoted text hidden]

Melissa LaBonty <labontym@sou.edu>
To: Mark Krause <krausema@sou.edu>
Cc: Emily Reeder <reedere1@sou.edu>

Thu, Sep 28, 2023 at 9:40 AM

Hi Mark,

I completely understand and agree with the need to keep your prerequisite in place for PSY 351. Would you be willing to add the language "with instructor permission" to the course catalog for PSY 351? We can work with students on a case by case basis on our end to make sure they reach out to you for permission to register when they are interested in taking the course.

Thank you for suggesting the psychopharmacology course as well. I think students will be very interested in this as another potential option. I will add it to our list, with the same idea that we will advise students on a case by case basis to reach out to you if they want to enroll.

We really appreciate your time in considering our proposal and look forward to working more closely with you moving forward!

Best,
Melissa

[Quoted text hidden]

Mark Krause <krausema@sou.edu>
To: Melissa LaBonty <labontym@sou.edu>
Cc: Emily Reeder <reedere1@sou.edu>

Fri, Sep 29, 2023 at 6:03 AM

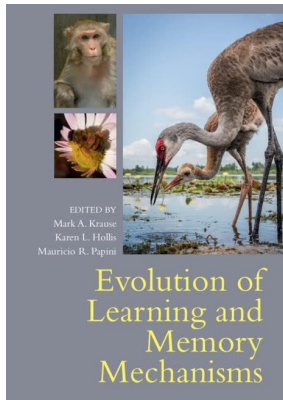
Hi Melissa,

Great! And yes we're on the same page for "with permission from instructor" as a solution. I'm happy to communicate with interested biomed sciences students about the prereq and the courses we offer that may be of interest to them. Best wishes in developing your proposal and don't hesitate to reach out if you want to discuss anything further.

Mark

Mark Krause, PhD
he/him/his
Professor
Department of Psychology
Southern Oregon University
Ashland, OR 97520
(541) 552-6977
krausema@sou.edu
Zoom room: <https://tinyurl.com/markkrause>

Evolution of Learning and Memory Mechanisms, Krause, Hollis, Papini (Eds)



Link to details on book [here](#)

[Quoted text hidden]



Melissa LaBonty <labontym@sou.edu>

Electives for New Biomedical Science Major

4 messages

Melissa LaBonty <labontym@sou.edu>
To: Jessica Piekielek <piekielj@sou.edu>

Wed, Aug 23, 2023 at 10:57 AM

Hello Jessica,

A few colleagues in the Biology Department are working on developing a new Biomedical Science major for submission this fall. We are hoping it will be offered for the Fall 2024 academic year. We have been working on the curriculum requirements this week and have identified a few courses within the Sociology & Anthropology program that we would like to offer as options for upper division electives. We intend to require students take at least one upper division elective outside of Biology to complete this degree, which could be a great way to increase enrollment numbers in key courses across campus.

These are the courses we are looking at in particular:

SOAN 315 Health Issues in the Rural United States

SOAN 335 Medical Anthropology

SOAN 365 Epidemiology

We noticed that SOAN 315 does have prerequisites that our students would not normally meet. Do you think it would be important for students to take SOAN 204/205/213 ahead of this course?

Happy to talk more about what this major might look like and whether you have additional suggestions.

All the best,
Melissa

--

Melissa LaBonty, PhD

Pronouns: She/her/hers

Assistant Professor, Biology Department

Southern Oregon University

Science Hall, Rm 363

1250 Siskiyou Blvd

Ashland, OR 97520

(541) 552-6788

Jessica Piekielek <piekielj@sou.edu>
To: Melissa LaBonty <labontym@sou.edu>

Wed, Aug 23, 2023 at 2:10 PM

Hi Melissa,

Sounds like a good plan and I'm happy you're considering including SOAN courses. Here's the 3 courses that I would recommend including, and then notes on a couple other options. I've linked recent course syllabi if you want more details.
[SOAN 335 Medical Anthropology](#) (no SOAN-specific course prereqs, just class standing requirement), offered every year
[SOAN 365 Epidemiology](#) (prereq: 243 Stats or instructor consent), offered every other year
[SOAN 338 - Sociology of Health, Illness, and Health Care](#) (no SOAN-specific course prereqs, just class standing requirement), offered every year, this class is probably the one most relevant for MCAT prep
We regularly get pre-nursing and pre-med students in 335 & 338 and they generally do well.

Another option could be [SOAN 456 - Global Health](#) (Prereqs: SOAN 204 or SOAN 205 or SOAN 213 or COMM 200; Junior standing or above)

[SOAN 315](#) is really specific to drugs & addiction. (We're changing the title & course description in catalog to reflect this.)
Could still be useful, but I do think students would need the prereqs.

Jessica

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

[Quoted text hidden]

Melissa LaBonty <labontym@sou.edu>
To: Jessica Piekielek <piekielj@sou.edu>

Mon, Aug 28, 2023 at 4:08 PM

Hi Jessica,

Thanks for getting back to me so quickly and for this helpful feedback. We will swap out SOAN 338 for SOAN 315 in our recommendations for students. That means some of our students will feed into SOAN 335, 338, and 365. Fortunately, all of them are required to take STAT 243, so they will meet the prerequisites for SOAN 365 without issue.

I admit wanting to take these courses myself after reading the syllabi - they all sound so interesting and relevant!

Best,
Melissa

[Quoted text hidden]

Jessica Piekielek <piekielj@sou.edu>
To: Melissa LaBonty <labontym@sou.edu>

Tue, Aug 29, 2023 at 9:14 AM

Sounds good!

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

[Quoted text hidden]

This workforce information is presented only for context and will not be reviewed in depth in the meeting

[Click here to view workforce outlook information for Biomedical Science](#)



What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.

Bachelor of Science, Ecology and Conservation

Proposal for a New Academic Program

This program proposal form is intended to help you navigate the approval process and to provide assistance in gathering evidence to establish alignment, demand, and viability of new programs. SOU carefully considers several factors in the reviews of a new academic program proposals including, but not limited to: alignment with the institutional mission and strategic plan, market and student demand, competition, recruitment and retention factors, the points of the triangle and resource need. All programs under consideration must answer the five questions as outlined in the SOU forward plan. Those five questions are:

- What resources will this new proposal require?
- What are the anticipated fiscal or performance benefits from this initiative?
- What is the time horizon for these expected benefits?
- What metrics and measurements will be used to monitor progress?
- What actions will be taken if the expected milestones are not achieved?

Deadline: October 27th, 2023 ([Why is this deadline so important?](#))

Please complete the following:

School(s): School of Science and Business

Program(s): Ecology and Conservation

Program type (Bachelor, Master, minor, Certificate): Bachelor

Degree Designation (BA, BS, BFA, MS, other): BS

Program Delivery (traditional/in-person, online, hybrid, other): Traditional/in-person

When do you want the program to start: AY 2024-2025

A. Program Overview

- a. Provide a brief description of the program.

The mission of the Ecology and Conservation program at SOU is to equip students with the knowledge and skills needed to address ecological questions and conservation issues both locally and globally. Through a comprehensive curriculum encompassing field ecology, conservation science, quantitative reasoning, and organismal biology, our program prepares graduates to pursue advanced degrees in ecology and to thrive in careers within public agencies, nonprofit organizations, and business entities.

- b. Will this program support or be supported by other programs?

This program will be jointly supported by the Department of Biology and the Department of Environmental Science, Policy, & Sustainability (ESPS).

- c. Are there similar majors, certificates, minors, or credentials at SOU? How will this program impact those programs?

This major would largely replace the concentrations that existed previously in both the Biology BS and the Environmental Science and Policy BS degrees. Thus, this new major could compete with both the existing majors, but overall, the new major is expected to enhance existing ESPS and Biology programs by increasing enrollment and student credit hours. There is evidence of student demand for the program among our current student body. Historically, approximately 50% of students in Biology and ESPS have pursued careers in ecology or conservation. Additionally, informal surveys among current students in Biology and ESPS indicate that a similar proportion of students would have chosen an Ecology degree if it were an option. The Ecology and Conservation program is likely to attract and support students who complete the newly created Certificate in Wildlife Conservation and Management, but will also serve other students interested in other ecology fields. We anticipate that this program will eventually attract additional students who are searching specifically for ecology or conservation in their college search, leading to growth in both ESPS and Biology.

d. What are the learning outcomes for the program?

- Students will understand the processes shaping physical environments and their impact on organism-environment interactions
- Students will become accomplished naturalists who effectively read landscapes, identify organisms, and explain ecological processes.
- Students will develop methodological and analytical expertise, enabling them to conduct observational, experimental, and computational studies that answer ecological questions and resolve conservation issues.
- Students will effectively communicate their scientific knowledge within social, political, and economic contexts.

B. Alignment with Institutional Mission and Goals:

a. How does the proposed program support SOU's mission and strategic plan goals?

The proposed Ecology and Conservation program will support multiple aspects of SOU's mission and strategic goals. By training ecologists and conservationists, this program will support SOU's mission of being a "regionally-engaged learning community." Our region is facing environmental threats such as wildfires, climate change, and drought, which will increase the region's demand for trained ecologists and conservationists to serve in government agencies, nonprofits, and businesses. The proposed Ecology and Conservation degree will enable SOU to meet these demands in training the next generation of ecologists right here in southern Oregon.

This program will also support SOU's strategic goals. Specifically, SOU's strategic direction III states that "SOU will actively model an environmentally sustainable campus and engage in collaborative research to promote an ecologically-resilient bioregion." By integrating field research experiences into the Ecology and Conservation degree, we are directly promoting collaborative research with regional stakeholders, and the students of this program will go on to work for agencies and organizations that are working to make our region ecologically resilient.

C. Points of the Triangle:

a. Describe how this program supports one or more of the points of the triangle (supporting the liberal arts foundation, regional responsiveness, and/or creativity and innovation).

- Liberal arts foundation: Liberal arts generally consists of four areas: natural sciences, social sciences, arts, and humanities. This program explicitly combines aspects of natural sciences and social sciences, which is required to be an effective ecologist or conservationist. SOU's identity as a public liberal arts institution depends on relatively small class sizes, active and engaged learning, and close working relationships between students and their faculty. This program's curriculum, which emphasizes hands-on learning and mentored student-faculty research experiences, contributes to SOU's liberal arts identity.
- Regional responsiveness: Our region is facing environmental threats such as wildfires, climate change, and drought, which will increase the region's demand for trained ecologists and conservationists to serve in government agencies, nonprofits, and businesses. The proposed Ecology and Conservation degree will enable SOU to meet these demands in training the next generation of ecologists right here in southern Oregon. Students majoring in Ecology and Conservation will have opportunities in:
 - Field research centered on regional issues, such as the historic Klamath Dam removal, forestry and fire management, climate change, and water resources.
 - Environmental surveys and environmental impact analysis

- GIS skills applicable to public, private, and local projects
- Applied conservation and natural resource management

Cal Poly Humboldt is the only school within the region that currently offers a similar program. However, their degree has an emphasis on management of vertebrate animals, which is a much narrower focus than our proposed program.

D. Demand: Working with SOU's Institutional Research (required for new majors, suggested for certificates), please provide answers to the following questions.

- a. What is the current, five, and ten-year employment outlook for students graduating with this degree. Please provide both regional and national data. (See attached)

A degree in Ecology and Conservation will prepare students for a wide array of local, regional, and national career opportunities. Some of the most common that we see and anticipate include:

- Federal agencies such as the National Park Service, US Forest Service, US Geological Service, and US Department of Agriculture
- State, Tribal, and local natural resource agencies
- Non-profit organizations including The Nature Conservancy, American Rivers, Lomakatsi, and Southern Oregon Land Conservancy
- Graduate study and research at the Master's or PhD level in field ecology, quantitative ecology, conservation biology, organismal biology, etc.
- Environmental consulting firms
- Zoos, aquariums, and parks

- b. Please provide a comparator analysis that establishes a clear need for this program. Include a list of similar programs that exist regionally, statewide, and/or nationally and a summary of how the proposed program would complement similar programs at other institutions. Related to this, if a program would be in direct competition with another program, provide a rationale for why the demand would not be impacted by that program. (See attached)

Although Oregon State University offers a similar concentration in several of its majors, there are no other undergraduate degrees in Ecology or Conservation in Oregon. The University of California offers a similar program at several of its campuses, however none of these programs are north of Santa Cruz.

- c. Does the program serve a specific population or meet a specific need not captured through the data provided above?

Students who want to pursue careers in ecology and conservation, especially those that require a graduate degree, often take coursework in both Biology and ESPS departments already. Some of these students major in one program and minor in the other, but this relies on the student's initiative and advising. The student demand for this type of career preparation is clear, and yet many students don't identify the coursework needed for their career goals until late in their time at SOU. Students would benefit from a major that is structured to provide them a clear pathway towards a career in ecology or conservation.

- d. Will this program provide any opportunities to attract and retain students from underserved populations? Are there existing programs or resources that might help recruit these students?

Initially, this program will serve students who are enrolled in the Biology and ESPS programs, both of which include student populations that are diverse in their experiences and identities. Specifically, these students are diverse in their first-generation-to-college status, income level, gender, sexual orientation, disabilities, and race/ethnicity. By providing these students with the necessary skills and knowledge to pursue their careers, this program will attract and retain the next generation of diverse ecologists and conservationists. Existing programs will support these students, such as access to SOU's tutoring and disability resources, and faculty members already participate in recruitment activities, such as Preview Days and high-school visits.

E. Resource needs:

Please send the completed form to walsh@sou.edu, deneuid@sou.edu, and provostsoffice@sou.edu.

- a. **Will new or additional faculty be needed to provide this program? Please explain how you arrived at the answer provided. If additional faculty teaching hours are needed, how will that need be met?**
Launching the Ecology and Conservation program will initially require an additional 4-8 ELU per year. This ELU will enable the program to annually offer a new ES course in Scientific Computing (4 ELU) and to offer BI 436 Conservation Biology (4 ELU) every other year.

If enrollment increases as expected within the first three years of the program, the program will annually require additional sections of ES 310 Environmental Research Design (4 ELU), ES 330 Environmental Field Methods (6 ELU), ES 486 Environmental Data Analysis (7 ELU), BI 314L Comparative Animal Physiology Lab (3 ELU), BI 341L Genetics Lab (3 ELU), altogether requiring 23 additional ELU per year. Furthermore, there are many organismal biology courses currently listed in the course catalog that we do not have capacity to teach given the current sizes of the Biology and the ES/PS departments. With an additional 6-12 ELU per year, the current faculty could annually offer 1-2 of the following courses in Organismal Biology:

- BI 466/466L Biology of Insects (5 credits) *not currently offered
- BI 450/450L Fish and Fisheries (4 credits) *not currently offered
- BI 470/470L Herpetology (4 credits) *not currently offered
- BI 471/471L Ornithology (4 credits) *not currently offered

In summary, if enrollment grows as anticipated, the Ecology and Conservation program will require 33 - 41 total additional ELU. In this case, we would advocate for an additional full-time faculty line to contribute to this program as well as the existing programs of Biology and Environmental Science & Policy.

Full curriculum attached (Appendix A)
Sample Advising Pathways (Appendix B)

- b. **Will new or additional administrative support be needed to provide this program?**
The program will likely require additional advising support from Student Success Coordinators, as well as field and lab preparation support from the Biology Storeroom Manager position and administrative support in the Science and Business Division. These additional needs are initially minimal because enrollment for this program will mainly come from students who have enrolled in the Biology or ES/PS programs.
- c. **Will new or additional resources (facilities, equipment, etc.) be needed to provide this program? How will those needs be met?**
No additional facilities or equipment are needed to provide this program.
- d. **Will new curriculum be needed to deliver this program?**
Launching this program will require one new class (proposal submitted to Curriculum Committee):
- ES 255: Introduction to Scientific Computing
 - Proposed catalog description: Work in scientific fields is increasingly dependent on computer-based approaches to data management, data analysis, and problem solving. This course provides an introduction to scientific coding and data analysis in R, with a focus on ecological and environmental science applications.
- e. Sufficient information resources are necessary to ensure the quality of new programs and to meet accreditation requirements. Contact your library faculty subject liaison to arrange a collection assessment demonstrating the level of current and/or needed information resource support for the proposed program. Attach a copy of the report with this proposal.

Report attached (Appendix C)

F. Program Impact and Evaluation:

- a. Working with data provided by Institutional Research, provide benchmark estimates for the program success metrics below:
 - i. What is the three and five year projection for major headcount and SCH for the program?
 - 1. The Projections below reflect NEW majors and NEW SCH. We additionally project students moving into this major from other majors.
Headcount Projections: 3-Year: 25, 5-year 40, SCH: 3-Year: 950, 5-Year: 1,520
 - ii. What is the three and five year projection for SCH to Faculty ELU ratio?
ALL courses in this major are already taught at SOU. We project increases in current fill rates associated with filling existing sections with students funneling in from a new major.
 - iii. What is the three and five year projection for total number of degrees (grad degrees, majors, certificates) awarded? Majors: 3-year: 20, 5-Year: 35 (Includes students who will likely transfer majors)
 - iv. What is the three and five year projection for course fill rate?
As noted above, all courses are already taught at SOU. We anticipate increased fill rates associated with funneling new students into our existing sections.
- b. Will any prerequisites or other course requirements affect other departments/programs? 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 primary departments affected by this new program are the departments of Biology and ESPS, which have jointly developed and will jointly support this new degree program.
- c. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.
The primary departments affected by this new program are the departments of Biology and ESPS, which have jointly developed and will jointly support this new degree program.

List of Appendices:

- Appendix A. Proposed Curriculum for Ecology and Conservation, B.S.
- Appendix B. Sample Advising Pathways for Ecology and Conservation, B.S.
- Appendix C. Assessment of Library Resources for Ecology and Conservation, B.S.

Signatures

<u>Michael S. Parker</u> Chair (printed name)	 Signature	<u>11/03/23</u> Date
<u>E. Jamie Trammell</u> Chair (printed name)	 Signature	<u>11/3/23</u> Date
<u>Vincent Smith</u> School Director (printed name)	<u>Vincent Smith</u> Signature	<u>11/9/23</u> Date

Please send the completed form to walsh@sou.edu, deneuid@sou.edu, and provostsoffice@sou.edu.

Provost (printed name)

Signature

Date

The application on the next page is for the Higher Education Coordinating Commission. If your program is approved through all of the relevant SOU levels, you will be asked to fill out the form below. There are questions that are redundant and the application below will be submitted separately so feel free to cut and paste from above where ever possible.

Proposed curriculum for Ecology and Conservation B. S. (total credits 96 - 107)

Core classes

Lower-division (35 - 39 credits)

- ES 100 Southern Oregon Bioregion* (2 credits) OR ES 230/430 Eco-Adventure* (total of 2 credits)
- ES 101 Intro to Env Sci: Earth Science* (4 credits)
- BI 211 Principles of Bio: Molecules, Cells, and Genes* (5 credits)
- BI 212 Principles of Bio: Evolution and Diversity* (5 credits)
- ES 102 Intro to Env Sci: Bio Science* (4 credits) OR BI 213 Principles of Bio: Function and Ecology of Organisms* (5 credits)
- MTH 111z Precalculus 1: College Algebra* (4 credits)
- ES 255 Scientific Computing* (4 credits) (proposed new class)
- Two terms of Chemistry (7 - 10 credits):
 - CH 101/101L Environmental Chemistry* (4 credits) & BI 346 Biogeochemistry* (3 credits)
OR
 - or CH 221/227/227R Gen Chem I* (5 credits) & CH 222/228/228R Gen Chem 2* (5 credits)
OR
 - or CH 101/101L Environmental Chemistry* (4 credits) & CH 221/227/227R Gen Chem I* (5 credits)

Upper-division (34 credits)

- BI 340/340L Ecology* (4 credits)
- BI 348 Evolution* (4 credits)
- ES 310 Environmental Research Design* (4 credits)
- ES 330/330L Environmental Field Methods* (4 credits)
- ES 349 Maps and Cartography* (5 credits)
- ES 486/486L Environmental Data Analysis* (5 credits)
- Take one course in Functional Biology (4 credits):
 - BI 341/341L Genetics* (4 credits)
OR
 - BI 314/314L Comparative Animal Physiology* (4 credits)
OR
 - BI 331/331L Plant Physiology (4 credits) (not currently offered)
- Take one course in Conservation (4 credits):
 - BI 438 Conservation Biology^ (4 credits pending curricular changes)

* Course offered at least once per year

^ Course offered typically every other year

- OR
- ES 448 Wildlife Management & Conservation^ (4 credits)
- OR
- ES 483/483L Restoration Ecology^ (4 credits)

Electives (22 - 26 credits)

- Take two courses in Field Ecology (8 credits):
 - ES 480 Fire Ecology^ (4 credits)
 - OR
 - BI 454/454L Plant Ecology^ (4 credits)
 - OR
 - BI 475/475L Aquatic Ecology^ (4 credits)
 - OR
 - ES 483/483L Restoration Ecology^ (4 credits) - *only for credit if not taken to fulfill Conservation requirement*
- Take two courses in Organismal Biology (8 credits):
 - BI 415/415L Mammalogy^ (4 credits)
 - BI 417/417L Vertebrate Natural History^ (4 credits)
 - BI 480/480L Animal Behavior^ (4 credits)
 - BI 414/414L Environmental Physiology^ (4 credits)
 - BI 314/314L Comparative Animal Physiology* (4 credits) - *only if not taken to fulfill Functional Biology requirement above*
 - BI 331/331L Plant Physiology^ (4 credits) (not currently offered) - *only for credit if not taken to fulfill Functional Biology requirement above*
- Take two courses from one or more of the following focus areas (6 - 10 credits)
 - *Social and Policy*
 - ES 220 Environmental Justice^ (4 credits)
 - ES 351 Environmental Policy and Impact Analysis* (4 credits)
 - ES 354 Marine Conservation: Science, Policy, and Management (4 credits) (not currently offered)
 - ES 437 Conservation in the US^ (4 credits)
 - SOAN 420 Environmental Sociology* (4 credits)
 - NAS 380 Native American Ecological Knowledge (4 credits) (not currently offered)
 - An additional course from the Conservation category above (4 credits)
 - *Computational and Geo-Spatial*
 - ES 451/451L Intro to GIS* (5 credits)
 - ES 453/453L Intro to Remote Sensing* (5 credits)
 - BI 435/435L Biogeography^ (4 credits)
 - ES 475 Environmental Modeling^ (4 credits)
 - *Molecular*
 - BI 425/425L Molecular Biology^ (4 credits)
 - BI 426 Genomics^ (3 credits)

* Course offered at least once per year

^ Course offered typically every other year

■ *Abiotic and Physical*

- BI 346 Biogeochemistry* (3 credits) - *only for credit if not taken to fulfill chem requirements*
- ES 314/314L Hydrology* (4 credits) *every year
- ES 353 Oceanography^ (4 credits)
- ES 360 Environmental Geology* (4 credits) *every year
- ES 433 Soil Science^ (4 credits)
- ES 482 Climatology^ (4 credits)

Capstone (5 - 8 credits)

Choose one research capstone option:

- Faculty-Mentored Research (5-8 credits)
 - BI 402 Capstone Research* (3-4 credits) & BI 404 Capstone Thesis* (2 credits)
OR
 - ES 494A ESP Capstone I* (4 credits) & ES 494B ESP Capstone II* (4 credits)
OR
- Faculty-Approved, External Research Experience (5-6 credits)
 - BI 409 Practicum* (3-4 credits) & BI 404 Capstone Thesis* (2 credits)
OR
 - ES 498 Internship* (3-4 credits) & BI 404 Capstone Thesis* (2 credits)

* Course offered at least once per year

^ Course offered typically every other year

MEMORANDUM

TO: Jacob Youngblood, Biology; Ashley Robart, Biology; Chhaya Werner, Environmental Science & Policy; Karen Mager, Environmental Science & Policy

FROM: Emily Miller-Francisco, Biology, Environmental Science & Policy, and Collection Development Librarian

DATE: October 24, 2023

SUBJECT: Resources to support proposed BS in Ecology and Conservation

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).

DATABASES

Hannon Library provides indexing and online access to biology-related journals through Biological Abstracts and ProQuest Central. Publications that are more focused on environmental issues can be found through the Agricultural & Environmental Science Collection. Another option is to search our general Hannon Library Search catalog that provides access to all of our full-text journals. A broad search for either ecology or conservation as a subject retrieves over 1,360,000 peer-reviewed articles published within the past 10 years.

JOURNALS

We have a number of scholarly journals that would be appropriate to this area of study. A few examples with immediate online access include:

- Ecology (1920 to present)
- The Science of the Total Environment (1995 to present)
- Global Change Biology (from 1997 to present)
- Conservation Biology (1987 to present)
- Biological Conservation (from 1995 to present)
- Global Environmental Change (from 1995 to present)
- Frontiers in Ecology and the Environment (from 2003 to present)
- Biodiversity and Conservation (1997 to present)
- Conservation Letters (from 2008 to present)
- Nature Ecology and Evolution (from 2017 to one year ago)
- Environmental Conservation (1974 to one year ago)

If students find citations for articles without immediate access, we can almost always find the articles for them through our interlibrary loan program which often takes less than a day.

BOOKS

A simple search for the subjects of ecology or conservation finds over 20,000 books. Of these, over 6000 were published in the past 10 years (close to half of these are government documents). Expanding the 10-year search to our library consortium finds an additional 3500 books that can be easily requested by students for research purposes.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED ECOLOGY AND CONSERVATION PROGRAM

Hannon Library's holdings of books and journals relating to ecology and conservation are adequate to support a bachelor-level program in this area. Use these amounts in the HECC Budget Outline Form:

Library/Printed	\$0.00
Library/Electronic	\$0.00

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



Karen Mager <magerk@sou.edu>

informing you of new major proposal

Curtis Feist <feistc@sou.edu>

Mon, Nov 13, 2023 at 1:34 PM

To: Karen Mager <magerk@sou.edu>

Hi Karen,

Thank you for the thoughtful responses; I'll share them with our faculty.

Best of luck with the new program and of course reach out if you need anything.

Curtis

On Mon, Nov 13, 2023 at 10:17 AM Karen Mager <magerk@sou.edu> wrote:

Hi Curtis,

Thanks for discussing this and sending along questions! I've provided answers to each of them below, and feel free to follow up if you have any other questions or comments.

Karen

1) We're curious why MTH 111 was chosen, rather than, say STAT 243.

Many students of ecology need basic knowledge of functions, In transformations, etc. to be prepared for upper-level coursework. Looking at the course descriptions, this looked like a good fit to us that balanced requiring some college level math without requiring calculus. We are creating a new ES scientific computing class (the one Chhaya Werner discussed with a few math faculty recently) that will emphasize coding in R, but also basic stats. Our students will also take ES 486 Environmental Data Analysis, which focuses on inferential statistics. We thought our students would be better served by taking MTH 111 and our computer class before ES 486, rather than STAT 243.

2) Almost all MTH 111 students continue on to MTH 112, which then gives them the option of taking calculus. Was this considered at all, or maybe could be a recommendation for an especially analytically/mathematically minded student?

This sounds like a good recommendation. We have advising pathways for students with various interests, so perhaps we could lay this out for them? If you have any specific language to suggest for students, feel free to let us know.

3) Do you have a best guess for how many more MTH 111 students this would create? Or maybe most of them will come from majors that would have required MTH 111 anyway?

We anticipate about half the students will come from existing Biology majors who would have needed this anyway. The other half will come from existing ES majors, who aren't required to take MTH 111. This may create a few new students (up to 10? We assume some will place out of it based on high school math) in MTH 111 but will likely decrease the number of students in STAT 243 by a similar amount.

Thanks, Karen

On Tue, Nov 7, 2023 at 1:56 PM Curtis Feist <feistc@sou.edu> wrote:

Hi Karen,

We support this. I do have a couple perfunctory questions, but please don't spend much time on them if you can't answer quickly:

1) We're curious why MTH 111 was chosen, rather than, say STAT 243.

2) Almost all MTH 111 students continue on to MTH 112, which then gives them the option of taking calculus. Was this considered at all, or maybe could be a recommendation for an especially analytically/mathematically minded student?

3) Do you have a best guess for how many more MTH 111 students this would create? Or maybe most of them will come from majors that would have required MTH 111 anyway?

Again, please *don't* spend too much time researching these, and thanks for keeping us in the loop.

Cheers,

Curtis

On Fri, Nov 3, 2023 at 2:41 PM Karen Mager <magerk@sou.edu> wrote:

Hi Curtis and Anna,

We have been working hard on a new major in Ecology and Conservation. Because some of your department's courses are included, we are reaching out to share our proposed plan with you. I've attached the proposal and appendices here.

Thank you,
Karen

--

Karen H. Mager, PhD (she/her)

Associate Professor of Environmental Science, Policy, & Sustainability, and Biology



[Schedule a meeting with me](#)

068 Science Hall
Southern Oregon University | [1250 Siskiyou Blvd](#) | Ashland OR 97520
541-552-6850

--

Karen H. Mager, PhD (she/her)

Associate Professor of Environmental Science, Policy, & Sustainability, and Biology



[Schedule a meeting with me](#)

068 Science Hall
Southern Oregon University | [1250 Siskiyou Blvd](#) | Ashland OR 97520
541-552-6850

informing you of new major proposal

Karen Mager <magerk@sou.edu>

Mon, Nov 6, 2023 at 9:11 AM

To: Anna Oliveri <oliveria@sou.edu>

Hi Anna,

Yes this is quite similar to what the ES students take, just one more term. ES students need only CHEM 101. Students in this major will choose between taking CHEM 101 and BI 346, or 2 terms of Gen Chem.

Thanks! Karen

On Mon, Nov 6, 2023 at 7:52 AM Anna Oliveri <oliveria@sou.edu> wrote:

Thanks Karen,

This seems very similar to what the ESP students can take for chemistry, correct? If so, it looks good to me.

Anna O.

On Fri, Nov 3, 2023 at 2:41 PM Karen Mager <magerk@sou.edu> wrote:

Hi Curtis and Anna,

We have been working hard on a new major in Ecology and Conservation. Because some of your department's courses are included, we are reaching out to share our proposed plan with you. I've attached the proposal and appendices here.

Thank you,
Karen

--

Karen H. Mager, PhD (she/her)

Associate Professor of Environmental Science, Policy, & Sustainability, and Biology

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Karen H. Mager, PhD (she/her)

Associate Professor of Environmental Science, Policy, & Sustainability, and Biology

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This workforce information is presented only for context and will not be reviewed in-depth in the meeting

[Click here to view workforce outlook information for Ecology and Conservation](#)



What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.

Certificates

New Program Proposal for Existing Degrees

This form should be used to propose new minors or concentrations to existing degrees/majors. This form can also be used to convert a minor to a certificate as long as there are no changes to the existing curriculum. If proposing a new certificate in which new courses are being proposed, please use [New Program Proposal](#).

Once completed and signed, please upload the finished version to the [Curriculum & Catalog Submission link](#), which can also be found on the [SOU Provost Webpage](#).

New Program name: Certificate in Biology

CIP Code: (Classification of Instructional Program): 26.01

Impact statement:

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?
The certificate in biology will replace the minor in biology as the primary means by which a student can identify biology as a primary area of study outside their major. Little to no impact is expected on courses at SOU.
2. Will any prerequisites or other course requirements affect other departments/programs? 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. Students pursuing a certificate in biology will take the principles of biology sequence AND upper division courses in biology, chemistry, and/or environmental science. All programs are aware of these changes.
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 additional resources needed
 - b. **Facilities:** Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
NONE
 - 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.***)
Click or tap here to enter text.
 - d. **Other:** Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.
NONE
4. Catalog copy for the new program, including requirements and electives.

The certificate in biology is designed for non-biology students who wish to emphasize the biological sciences as a secondary area of concentration. A certificate in biology highlights systematic advanced study in the biological sciences. The certificate would be of value for students pursuing careers in the biomedical sciences, environmental sciences, chemistry, business, exercise science, and more:

Requirements for the Biology Certificate:

BI 211 - Principles of Biology: Molecules, Cells, and Genes 5 credits (4 or 5 credits required)

BI 212 - Principles of Biology: Evolution and Diversity 5 credits (4 or 5 credits required)

BI 213 - Principles of Biology: Function and Ecology of Organisms 5 credits (4 or 5 credits required)

Select a minimum of 4 courses with a total of at least 15 credits from any regularly scheduled 300- or 400-level course that counts toward the biology major. The following courses may not be used to fulfill this requirement: BI 330, BI 364L-366L, BI 380-389, BI 401-405, BI 409 , BI 489 , BI 490 . A maximum of 3 credits from BI 407 and BI 408 may be applied to this requirement. Only 1 credit may be from BI 407.

In addition, 4 credits of Biochemistry may be applied to this requirement. For the purposes of this 4 course requirement, BI 451 and BI 451L count as one course.

Students must have a minimum 2.0 GPA in biology courses and all courses taken for the minor must be graded A-F.

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

The certificate replaces our existing minor and has been reviewed by all impacted departments.

Approvals:

Vincent M. Smith

4/11/2024

School Director Signature

Date

Updated 12/13/23

Proposal for a New Academic Program

This program proposal form is intended to help you navigate the approval process and to provide assistance in gathering evidence to establish alignment, demand, and viability of new programs. SOU carefully considers several factors in the reviews of a new academic program proposals including, but not limited to: alignment with the institutional mission and strategic plan, market and student demand, competition, recruitment and retention factors, the points of the triangle and resource need. All programs under consideration must answer the five questions as outlined in the SOU forward plan. Those five questions are:

- What resources will this new proposal require?
- What are the anticipated fiscal or performance benefits from this initiative?
- What is the time horizon for these expected benefits?
- What metrics and measurements will be used to monitor progress?
- What actions will be taken if the expected milestones are not achieved?

Deadline: October 27th, 2023 ([Why is this deadline so important?](#))

Please complete the following:

School(s): School of Science and Business

Program(s): Chemistry and Biology

Program type (Bachelor, Master, minor, Certificate): Certificate

Degree Designation (BA, BS, BFA, MS, other): Certificate

Program Delivery (traditional/in-person, online, hybrid, other): Traditional

When do you want the program to start: Fall 2024

A. Program Overview

- Provide a brief description of the program.
Biomedical Research Certificate. The introduction of a new Biomedical Sciences major will include the creation of several new certificates. These certificates can be included as an option in the new major, as additional certificates in other SOU majors, or as stand-alone certificates for post-bac or graduate students.
- Will this program support or be supported by other programs?
Yes, these certificates are partnerships between biology and chemistry with further support from psychology, healthcare administration, exercise science, sociology & anthropology, and math.
- Are there similar majors, certificates, minors, or credentials at SOU? How will this program impact those programs?
Yes, each of the new certificates in the medical sciences are similar.
- What are the learning outcomes for the program.
[Click or tap here to enter text.](#)

B. Alignment with Institutional Mission and Goals:

- How does the proposed program support SOU's mission and strategic plan goals?
This new certificate focuses on a regional and national need to provide workforce development in the allied health professions. Some of the fastest growing careers in 2023 include nurse practitioners, medical and health service managers, and physician assistants. The Rogue Valley has identified the lack of health professionals as one of the primary concerns to economic development and regional stability. In collaboration with our existing degrees in biology, chemistry, nursing, healthcare

management, and health and exercise science, the biomedical science program will prepare students to launch fulfilling careers in the health professions.

C. Points of the Triangle:

a. Describe how this program supports one or more of the points of the triangle (supporting the liberal arts foundation, regional responsiveness, and/or creativity and innovation).

The new biomedical sciences major strongly supports two of the points of the triangle in different ways. Regarding the liberal arts, the major has been designed to incorporate a broad array of upper division electives drawing from many existing programs on campus. When compared to the existing Biology major, students have a much wider array of upper division electives to choose from to complete their degree. There is a broader call across the country for students entering health professions to have a more well-rounded undergraduate experience, and this major is responding to that call by creating more opportunities for upper division non-biology coursework. Regarding regional responsiveness, this major is being created with the knowledge that the Rogue Valley currently has a lack of health professionals. This gap between supply and demand for health care professionals is hindering economic development and regional stability. There are only a handful of institutions in Oregon that currently offer similar programs. Oregon State University offers undergraduate majors in both Biomedical Science and BioHealth Sciences. In addition, OHSU provides pathways to professional graduate degrees and academic graduate degrees in biomedicine. However, no regional institution within the State of Oregon offers a Biomedical major and no similar programs exist in Southern Oregon or Northern California. SOU students pursuing the biomedical science degree are likely candidates for professional and academic graduate programs at OHSU. In addition, they will be prepared for PhD programs in Comparative Health Sciences at Oregon State University and in Biology at the University of Oregon, particularly through the Institute of Molecular Biology.

D. Demand: Working with SOU's Institutional Research (required for new majors, suggested for certificates), please provide answers to the following questions.

- a. What is the current, five, and ten-year employment outlook for students graduating with this degree. Please provide both regional and national data.
See major proposal
- b. Please provide a comparator analysis that establishes a clear need for this program. Include a list of similar programs that exist regionally, statewide, and/or nationally and a summary of how the proposed program would complement similar programs at other institutions. Related to this, if a program would be in direct competition with another program, provide a rationale for why the demand would not be impacted by that program.
See major proposal
- c. Does the program serve a specific population or meet a specific need not captured through the data provided above?
See major proposal
- d. Will this program provide any opportunities to attract and retain students from underserved populations. Are there existing programs or resources that might help recruit these students?
See major proposal

E. Resource needs:

- a. Will new or additional faculty be needed to provide this program? Please explain how you arrived at the answer provided. If additional faculty teaching hours are needed, how will that need be met?
No, all courses are currently offered.
- b. Will new or additional administrative support be needed to provide this program?
Yes, a program lead will be selected for the overall major.
- c. Will new or additional resources (facilities, equipment, etc.) be needed to provide this program? How will those needs be met?
All facilities and lab spaces required for program delivery are currently available and sufficient for offering this major at SOU. Additionally, SOU hosts the only regional anatomy and physiology lab with human cadaver capacity. This cadaver lab will be essential to delivery of the major.
- d. Will new curriculum be needed to deliver this program?
Yes, see attached
- e. Sufficient information resources are necessary to ensure the quality of new programs and to meet accreditation requirements. Contact your library faculty subject liaison to arrange a collection assessment demonstrating the level of current and/or needed information resource support for the proposed program. Attach a copy of the report with this proposal.
See Appendix B

F. Program Impact and Evaluation:

- a. Working with data provided by Institutional Research, provide benchmark estimates for the program success metrics below:
 - i. What is the three and five year projection for major headcount and SCH for the program?
Projections discussed in this section are based on total headcounts and SCH. These will include students who are presently in an existing major at SOU (chemistry, biology, exercise

Please send the completed form to walsh@sou.edu, deneuid@sou.edu, and provostsoffice@sou.edu.

science, psychology) as well as new students recruited into the biomedical sciences major OR to a stand-alone certificate. Overall, we anticipate a pre-professional and biomedical sciences program with 150 majors long-term. These students will be divided across certificates (though courses heavily overlap). 3-year head count: 20, 5-year headcount 30. 3-year SCH: 280, 5-year SCH: 420

- ii. What is the three and five year projection for SCH to Faculty ELU ratio?
No new courses will be offered in this certificate. We anticipate that the certificates will assist in improving SCH/ELU ratios in existing courses.
- iii. What is the three and five year projection for total number of degrees (grad degrees, majors, certificates) awarded?
3-Year: 10, 5-year: 15
- iv. What is the three and five year projection for course fill rate?
As noted above, fill rates will improve over time in existing courses. No new courses are offered here.

- b. Will any prerequisites or other course requirements affect other departments/programs? 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 following programs may be affected by this proposal: Biology, Chemistry, Mathematics, Health and Exercise Science, Sociology and Anthropology, and Psychology. Contact and discussions are attached in Appendices G-I.

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

Departments/Chairs and Faculty contacted: Mathematics (Curtis Feist) Chemistry (Anna Oliveri) Health and Exercise Science (Joel Perkins, Ryan Weatherwax) Sociology and Anthropology (Jessica Piekielek, Larry Gibbs) Psychology (Emily Reeder, Rachel Jochem, John Taylor, Mark Krause)

Signatures

_____	_____	_____
Chair (printed name)	Signature	Date
_____	_____	_____
School Director (printed name)	Signature	Date
_____	_____	_____
Provost (printed name)	Signature	Date

The application on the next page is for the Higher Education Coordinating Commission. If your program is approved through all of the relevant SOU levels, you will be asked to fill out the form below. There are questions that are redundant and the application below will be submitted separately so feel free to cut and paste from above where ever possible.

Curriculum

Biomedical Research Certificate (28-34 Credits)

Chemistry (8-10 credits)

CH 331 OR CH 334+337 (Organic Chemistry Req)

CH 350 OR CH 451 (Biochemistry Req)

Biology (4 credits)

BI 425 with lab (Molecular Biology)

Upper Division Electives (16-20 credits)

Choose 5 from list below

- Must not overlap with required courses within track
- One course must come from outside of Biology (BI) and Chemistry (CHEM)

Options for Upper Division electives

BI 314 (Comparative Animal Physiology) *every year

BI 348 (Evolution) *every year

BI 420 (Developmental Biology) *every other year

BI 425 (Molecular Biology) *every year

BI 426 (Genomics) *every other year

BI 456 (Immunology) *every other year

BI 457 (Virology) *every other year

CH 375 (Computational Methods) *every year

CH 421 (Analytical Chemistry) *every year

CH 425 (Instrumental Chemistry) *every year

CH 450 (Bioinformatics) *every other year

CH 452 (Biochemistry II) *every year

CH 453 (Biochemistry III) *every year

HE 325 (Nutrition) *every term

HE 361 (Health Equity, Diversity, and Inclusion) *every year

HE 362 (Community Health) *every term

HE 452 (Analysis of Stress) *nearly every term

PSY 351 (Behavioral Neuroscience) *every term

PSY 370 (Lifespan Development) *every term

PSY 457 (Psychopharmacology) *multiple terms a year

PSY 479 (Abnormal Psychology) *every term

SOAN 335 (Medical Anthropology) *every year

SOAN 338 (Sociology of Health, Illness, and Health Care) *every year

SOAN 350 (Human Evolution) *every other year

SOAN 365 (Epidemiology) *every other year

Italics = courses that require instructor permission to enroll

DRAFT revised 8.24.23
Proposal for a New Academic Program

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- What resources will this new proposal require?
- What are the anticipated fiscal or performance benefits from this initiative?
- What is the time horizon for these expected benefits?
- What metrics and measurements will be used to monitor progress?
- What actions will be taken if the expected milestones are not achieved?

Deadline: October 27th, 2023 (Why is this deadline so important?)

Please complete the following:

School(s): School of Arts and Communication

Program(s): Certificate in Creative Arts

Program type (Bachelor, Master, minor, Certificate): Certificate

Degree Designation (BA, BS, BFA, MS, other): other (certificate)

Program Delivery (traditional/in-person, online, hybrid, other): primarily in-person, some online/hybrid courses

When do you want the program to start: Fall 2024

A. Program Overview

- a. Provide a brief description of the program.

The Certificate in Creative Arts is initially inspired by a number of students who are already majoring in one of the programs of the Creative Arts Department (Art, Creative Writing, and EMDA) and who are looking for ways to codify their interests that span across majors. This certificate encourages students to gain introductory and intermediate skills in each of the three disciplines contained within Creative Arts. Not restricted to majors in these areas, the certificate will also provide a pathway for students interested broadly in the arts across campus.

b. Will this program support or be supported by other programs?

This program will both support and be supported by the constituent programs of the Creative Arts Department.

c. Are there similar majors, certificates, minors, or credentials at SOU? How will this program impact those programs?

There is no program at SOU with this breadth of coverage, though it is, by design, overlapping with the Art, Creative Writing, and EMDA majors and certificates. This program has the potential to focus additional SCH within the department as many students earning a major in these areas will need to take additional coursework in Creative Arts courses to complete the certificate.

d. What are the learning outcomes for the program.

The learning outcomes for the program align with the outcomes for the related majors and are: 1. Students will develop skills in a variety of media with an interdisciplinary perspective and collaborative approach. 2. Students will develop substantive familiarity with historical traditions and contemporary practice to become critically informed and ethically responsible creators. 3. Students will be able to effectively communicate in verbal, visual and written forms. 4. Students will develop an understanding of contemporary professional practice in order to successfully navigate current and future issues in their field.

B. Alignment with Institutional Mission and Goals:

a. How does the proposed program support SOU's mission and strategic plan goals?

A new Certificate in Creative Arts will support many parts of SOU's mission. The program's courses are infused with the development of curiosity and creativity, critical thinking, discovery, and the cultivation of bold ideas and actions. The course content specifically connects with Strategic Direction I Goal One and engaging critically with an evolving world. Creative Artists synthesize ideas from the world around us and generate new ways of engaging, interpreting, and shaping our environment.

C. Points of the Triangle:

a. Describe how this program supports one or more of the points of the triangle (supporting the liberal arts foundation, regional responsiveness, and/or creativity and innovation).

This program specifically supports the liberal arts foundation and creativity + innovation. The certificate is designed to encourage students to gain a breadth of experience across the arts. This cross-disciplinary perspective supports the liberal arts foundation of SOU. Additionally, as a program in Creative Arts, students are engaged in all courses required of this certificate with assignments, projects, and prompts that require creativity and iterative development of solutions to artistic problems.

D. Demand: Working with SOU's Institutional Research (required for new majors, suggested for certificates), please provide answers to the following questions.

a. What is the current, five, and ten-year employment outlook for students graduating with this degree. Please provide both regional and national data.

Nationally, careers for Art and Design Workers and Writers and Authors have a projected growth of 3.0% and 3.7% respectively over the next ten years and will amount to a combined total of 1,177,500 jobs by 2032.

b. Please provide a comparator analysis that establishes a clear need for this program. Include a list of similar programs that exist regionally, statewide, and/or nationally and a summary of how the proposed program would complement similar programs at other institutions. Related to this, if a program would be in direct competition with another program, provide a rationale for why the demand would not be impacted by that program. The certificate program would be unique to Oregon – we were unable to identify any similar cross-disciplinary arts certificates in the state. There are a handful of Creative Arts Certificate programs nationally including those at San Francisco State University (Liberal and Creative Arts), Salve Regina University (Expressive and Creative Arts Graduate Certificate), Colorado Mountain College, Yeshiva University (Creative Arts and Healing) and a larger number of programs in Creative Arts Therapy. We don't believe that this program would be in competition with any other programs regionally.

c. Does the program serve a specific population or meet a specific need not captured through the data provided above?

The program primarily serves students majoring in a Creative Arts program wishing to broaden their arts background. It will additionally serve cross-campus students interested in arts and creativity.

d. Will this program provide any opportunities to attract and retain students from underserved populations. Are there existing programs or resources that might help recruit these students?

This program will help to provide a sense of identity for students who work across disciplinary boundaries and or who may not feel fully “at home” in Art, Creative Writing, or EMDA.

E. Resource needs:

a. Will new or additional faculty be needed to provide this program? Please explain how you arrived at the answer provided. If additional faculty teaching hours are needed, how will that need be met?

No new faculty will be needed. The certificate draws entirely on existing courses in regular rotation and will aid in maintaining healthy fill rates for these courses.

b. Will new or additional administrative support be needed to provide this program?

No new administrative support will be necessary. The advising for this program can be handled by the chair, faculty, and administrative staff of Creative Arts.

c. Will new or additional resources (facilities, equipment, etc.) be needed to provide this program? How will those needs be met?

No new resources are needed.

d. Will new curriculum be needed to deliver this program?

No. The Certificate draws on existing courses in Art, Creative Writing, and Emerging Media and Digital Art.

e. Sufficient information resources are necessary to ensure the quality of new programs and to meet accreditation requirements. Contact your library faculty subject liaison to arrange a collection assessment demonstrating the level of current and/or needed information resource support for the proposed program. Attach a copy of the report with this proposal.

Proposal submitted for library review on Oct. 27th.

F. Program Impact and Evaluation:

a. What impact will this program have on SOU (i.e. enrollment, tuition, fees, community profile, career preparation for students, meeting the needs of an underserved population, etc.)?

This program has the potential to capture student interest in the arts and prepare them for careers that engage with creativity and innovation.

i. What is the three and five year projection for major headcount and SCH for the program?

3 year headcount = 20 students / 640 SCH (32 credits x 20 students)

5 year headcount = 32 students / 960 SCH

ii. What is the three and five year projection for SCH to Faculty ELU ratio?

Since certificate draws on existing courses that fulfill requirements for other majors, calculating accurate direct ratio is challenging. One goal of this certificate is to promote a higher SCH to Faculty ELU ratio by adding students to existing courses using existing faculty resources.

iii. What is the three and five year projection for total number of degrees (grad degrees, majors, certificates) awarded?

3 year number of certificates completed annually = 5 students

5 year number of certificates completed annually = 8 students

iv. What is the three and five year projection for course fill rate?

Creating this certificate will help augment course fill rates of existing courses in Creative Arts. No new courses will be offered to support this certificate.

b. Will any prerequisites or other course requirements affect other departments/programs? 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.
No new impact – as program relies solely on existing courses.

c. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.
n/a.

Signatures

_____	_____	

Chair (printed name)	Signature	Date
_____	_____	

School Director (printed name)	Signature	Date
_____	_____	

Provost (printed name)	Signature	Date

The application on the next page is for the Higher Education Coordinating Commission. If your program is approved through all of the relevant SOU levels, you will be asked to fill out the form below. There are questions that are redundant and the application below will be submitted separately so feel free to cut and paste from above where ever possible.

New Certificate Proposal

Certificate in Creative Arts

The Certificate in Creative Arts allows students to explore interdisciplinary approaches to arts and creativity through coursework in Art, Art History, Creative Writing, and Emerging Media and Digital Art.

Introductory Courses (16 credits)

- Any lower division ART or ARTH course 4 credits
- Any lower division CW course 4 credits
- Any lower division EMDA course(s) adding up to 4 credits
- Any lower division ART, ARTH, CW, or EMDA course(s) adding up to 4 credits

Intermediate / Advanced Courses (16 credits)

- Any upper division ART or ARTH course 4 credits
- Any upper division CW course 4 credits
- Any upper division EMDA course(s) adding up to 4 credits
- Any upper division ART, ARTH, CW, or EMDA course(s) adding up to 4 credits

TO: David Bithell, Chair, Art, Creative Writing, Emerging Media & Digital Arts

CC: Carrie Forbes, University Librarian; Bri Stinn, Executive Assistant to the Provost

FROM: Thomas Dodson, Web & Discovery Librarian, Communication Librarian; Jan Juliani, Cataloging & Digital Projects Librarian, Art & Art History Librarian; Melissa Anderson, Campus Engagement & Research Services Librarian, EMDA Librarian; Emily Miller-Francisco, Collection Development Librarian

DATE: November 16, 2023

SUBJECT: Resources to Support Proposed Certificate in Creative Arts

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).

DATABASES

Hannon Library provides online access to journals relevant to the field of creative writing through the *MLA International Bibliography*. Coverage for art, art history, and emerging media and digital arts (EMDA) is provided by *Art Full Text* and *Art Index Retrospective*, containing articles, reviews, and image reproductions from selected art and architecture journals and magazines. In addition, *Gale's Fine Arts & Music Collection* provides more than 150 full-text magazines and journals in fine arts and music. Those studying video games, social media, and the telecommunications and electronics industries will find relevant articles in *Computing Database* and *Computer Database*. Students seeking information about creative career opportunities can make use of industry reports and articles from *Gale Business Insights* and *ProQuest Business*. *Philosopher's Index* contains articles dealing with business and media ethics. Laws related to digital media can be researched using *Nexis Uni*, *LegalTrac*, and *Fastcase*.

In addition to these more focused resources, the Library also offers interdisciplinary databases such as: *ProQuest Central*; *ProQuest Social Science Premium Collection*; *JSTOR Archival Journals*; and *Project MUSE (Basic College Collection)*; and *Taylor & Francis Social Science & Humanities Library*

VIDEO DATABASES

The Library provides access to video recordings through *Academic Video Online (AVON)*, which covers a range of subject areas including anthropology, business, counseling, film, health, history, music, and more. Videos include documentaries, films, demonstrations, and so on. It contains, for example, *American Cinema*, a video instructional series on film history, as well as the films collected in *Unseen Cinema: Early American Avant-Garde Film 1894-1941*, and a number of animated films from the Korea National University of Arts. *AVON* also contains instructional videos dedicated to the practical side of media production such as editing and the business of filmmaking.

In addition to our video databases, the Library also maintains a collection of close to 9,000 DVDs.

JOURNALS

In support of the creative writing and English programs, the Hannon Library subscribes to several literary journals, including: *Antioch Review*, *Kenyon Review*, *Fence*, *Poetry*, *Salmagundi*, *Southern Review*, *Virginia Quarterly Review*, and *World Literature Today*. (Although not a literary journal, creative writing students also benefit from our subscription access to *The New Yorker*.) We also subscribe to academic and trade journals focused on writing and the teaching of writing such as *College English*, *Journal of Teaching Writing*, and *Writer's Digest*. Finally, we provide access to literary criticism through journals such as *American Literary Realism*, *Science Fiction Studies*, and *Modern Fiction Studies*.

In support of the art and art history programs, the Library subscribes to: *African Arts*, *American Craft*, *Art Education*, *Art in America*, *Artforum International*, *Artist's Magazine*, *Flash Art International*, *Ornament*, *School Arts*, *Sculpture*, *Surface Design* and *Threads*.

Research in EMDA is supported by subscriptions to *Communication Arts*, *Film Comment*, *Film Quarterly*, and *Sight & Sound*. Students interested in game design will find that the key journals *EAI Endorsed Transaction on Serious Games*, *Game Studies*, and *JMIR Serious Games* are all open access, and so available for free online. The journal *Loading...* also appears to make the majority of its content openly available by means of Creative Commons licenses. *Animation Studies*, the key journal for that field, is also available for free online.

Hannon Library also provides full-text access to a number of writing, art, art history, design, and emerging media periodicals through full-text and e-journal packages.

Creative Writing

The *MLA International Bibliography* and *Project MUSE (Basic College Collection)* should meet most creative writing researchers needs for scholarly articles about contemporary literature. The *Poetry Foundation* website provides access to a large number of poems online, including audio versions. The site also has essays; a search tool to find poets by name, school, or region; a glossary of poetic terms; and more. Many literary journals make some or all of their content available online (e.g., *Joyland*, *Guernica*, *AGNI Online*). *ProQuest Central* provides access to other prominent literary journals such as *Michigan Quarterly Review*, *Ploughshares*, and *Harvard Review*. Unfortunately, we cannot afford to provide access to current issues of many of the most prominent literary journals through either direct subscriptions or database packages (e.g., *Paris Review*, *McSweeney's Quarterly*, *Granta*, *One Story*, etc.).

Art and Art History

Thousands of full-text peer reviewed journal articles on the arts are available through the Library's online catalog. Various art periodicals may also be accessed in their entirety via full-text databases and e-journal packages, as well as online subscriptions in the case of such titles as *Surface Design* and *African Arts*. For instance, *ProQuest Central* offers complete access to academic journals, trade publications, and magazines that focus on art-related topics. Our *Taylor & Francis Social Sciences & Humanities Library* subscription enables researchers to access 140 art-related journals, fifty of which are fully accessible.

Emerging Media and Digital Arts

ProQuest Central provides access to journals relevant to EMDA such as: *Step Inside Design* (through March 2009), *Computer Arts* (through June 2019), *Conference on Games Based Learning*, and *Journal of Graphic Engineering and Design* (an open access journal). The journals *Surface Design* and *Acta Graphica* can be accessed through *Art Full Text*. *Wiley Online Library* contains *Computer Animation and Virtual Worlds* and *Computer Graphics Forum*, while *Sage Premiere* provides access to *Simulation & Gaming* and *Animation: An Interdisciplinary Journal* and *Animation Magazine*. Several journals are available from multiple sources: *Print* (through 2017), *Eye: The International Review of Graphic Design*, *Computer Graphics Forum* (to May 2011), *Journal for the Association of Computing Machinery*, *Framework: The Journal of Cinema and Media*, and *Games and Culture*.

ProQuest Central provides full-text access to such journals as *Cultural Studies Review*, *Journal of Cinema and Media Studies*, *The Velvet Light Trap*, *Journal of Film and Video*, and *Film Criticism*. Finally, our subscription to *Taylor & Francis Social Sciences & Humanities Library* provides researchers with full access to 80 journals related to media and film, including *Studies in Documentary Film*, *New Review of Film and Television Studies*, and *Quarterly Review of Film and Video*.

Journals of interest to creative arts researchers to which we do not have immediate access can be requested via interlibrary loan (typically delivered within 24 hours).

BOOKS

The Hannon Library has long provided access to books (and more recently eBooks) in support of majors and minors in creative writing, art, art history, and EMDA. Through resource sharing with other academic libraries, we have access to hundreds of thousands of additional titles.

Researchers in the fields of creative writing, art, art history, and EMDA can also take advantage of the library's extensive collection by accessing resources from a broad range of disciplines. These resources include books on diverse subjects such as literature, history, fashion, computing, graphic design, painting, sculpture, animation, architecture, biography, music, and many others.

Allocations for creative writing books this fiscal year is \$700. Allocations for art books this fiscal year is \$1,000, which includes \$200 for standing orders. Allocations for EMDA books this fiscal year is \$700.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED EMDA UNDERGRADUATE PROGRAM

Hannon Library's holdings of books and journals relating to creative arts are adequate to support a Certificate in Creative Arts.

Please use these amounts in the HECC Budget Outline Form:

Library/Printed	\$0
Library/Electronic	\$0

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

DIGITAL JOURNALISM CERT

Certificate in Digital Journalism

The Digital Journalism certificate helps aspiring journalists and other non-fiction media professionals develop their skills in writing, reporting, verifying and producing news content. Students also work on media strategy & entrepreneurship, plus multimedia production, including photo, video, audio and interactive projects aligned with journalism goals.

The certificate is available as a standalone credential, or to students in any major other than Media Innovation.

The certificate is useful to students in a variety of fields. This curriculum emphasizes theory, criticism, history and analysis of digital media, as well as journalism, social media, and design. This minor involves a core curriculum of Media Innovation courses, plus electives drawn from other disciplines.

To complete the certificate, students must achieve a minimum GPA of 2.75 in 28 credits of coursework listed below. All courses must be taken for a letter grade unless instructor permission is obtained.

Required Core Courses (20 credits)

COMM 206 - Multimedia Writing 4 credits
COMM 214 - Mobile Image Making 4 credits
COMM 322 - Online Journalism 4 credits
COMM 323 - Strategic Social Media 4 credits
COMM 482 - Media Ethics & Law 4 credits

Choose 8 credits from the following:

COMM 208 - Everyday Data Analysis 4 credits
COMM 213 - Visual Design for Media 4 credits
COMM 222 - Creative Industries & Design Thinking 4 credits
COMM 327 - Creative Careers Bootcamp 4 credits
COMM 328 - Sports Communication 4 credits
COMM 344 - Media Photography 4 credits
COMM 424 - Creative Entrepreneurship 4 credits
COMM 472E - Broadcast Journalism 4 credits
COMM 480A - Advanced Reporting Topics 1 to 4 credits
COMM 485 - Advanced Social Media Campaigns 4 credits

DCIN 101 - Production Tools: Audio 2 credits
DCIN 102 - Production Tools: DSLR Video 2 credits
DCIN 103 - Production Tools: Non-Linear Editing 2 credits
DCIN 104 - Production Tools: The Studio 2 credits
DCIN 200 - Storytelling Foundations 4 credits
DCIN 204 - Reality on Your Screen 4 credits
DCIN 216 - Studio Production for Film & Television 4 credits
DCIN 313 - Design Problems in Sound & Light 4 credits
DCIN 472A - Advanced Documentary Production 4 credits
DCIN 472C - Advanced Promotional Production for Clients 4 credits

EMDA 201 - Image and Animation Design 2 credits and EMDA 201R - Image and Animation Design - Recitation 2 credits

EMDA 202 - Sound and Narrative Design 2 credits and EMDA 202R - Sound and Narrative Design - Recitation 2 credits

EMDA 203 - Coding and Interactive Design 2 credits and EMDA 203R - Coding and Interactive Design - Recitation 2 credits

EMDA 331 - The Art of Data 4 credits

New Program Proposal

NOTE: This form should be used for new certificates, 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: Digital Journalism

CIP Code: (Classification of Instructional Program): 09.04

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)?

No expected impact – this is conversion of an existing minor to a certificate, with additional minor curriculum changes that respond to the recent sunseting of some courses from prior catalogs.

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

None

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 change from current levels

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

No change from current levels

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.)

No change from current levels

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

No change from current levels

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

The Digital Journalism certificate helps aspiring journalists and other non-fiction media professionals develop their skills in writing, reporting, verifying and producing news content. Students also work on media strategy & entrepreneurship, plus multimedia production, including photo, video, audio and interactive projects aligned with journalism goals.

The certificate is available as a standalone credential, or to students in any major other than Media Innovation.

The certificate is useful to students in a variety of fields. This curriculum emphasizes theory, criticism, history and analysis of digital media, as well as journalism, social media, and design. This minor involves a core curriculum of Media Innovation courses, plus electives drawn from other disciplines.

To complete the certificate, students must achieve a minimum GPA of 2.75 in 28 credits of coursework listed below. All courses must be taken for a letter grade unless instructor permission is obtained.

Required Core Courses (20 credits)

COMM 206 - Multimedia Writing 4 credits
COMM 214 - Mobile Image Making 4 credits
COMM 322 - Online Journalism 4 credits
COMM 323 - Strategic Social Media 4 credits
COMM 482 – Media Ethics & Law 4 credits

Choose 8 credits from the following:

COMM 208 - Everyday Data Analysis 4 credits
COMM 213 - Visual Design for Media 4 credits
COMM 222 - Creative Industries & Design Thinking 4 credits
COMM 327 - Creative Careers Bootcamp 4 credits
COMM 328 - Sports Communication 4 credits
COMM 344 - Media Photography 4 credits
COMM 424 - Creative Entrepreneurship 4 credits
COMM 472E - Broadcast Journalism 4 credits
COMM 480A - Advanced Reporting Topics 1 to 4 credits
COMM 485 - Advanced Social Media Campaigns 4 credits

DCIN 101 - Production Tools: Audio 2 credits

DCIN 102 - Production Tools: DSLR Video 2 credits
DCIN 103 - Production Tools: Non-Linear Editing 2 credits
DCIN 104 - Production Tools: The Studio 2 credits
DCIN 200 - Storytelling Foundations 4 credits
DCIN 204 - Reality on Your Screen 4 credits
DCIN 216 - Studio Production for Film & Television 4 credits
DCIN 313 - Design Problems in Sound & Light 4 credits
DCIN 472A - Advanced Documentary Production 4 credits
DCIN 472C - Advanced Promotional Production for Clients 4 credits

EMDA 201 - Image and Animation Design 2 credits and EMDA 201R - Image and Animation Design - Recitation 2 credits
EMDA 202 - Sound and Narrative Design 2 credits and EMDA 202R - Sound and Narrative Design - Recitation 2 credits
EMDA 203 - Coding and Interactive Design 2 credits and EMDA 203R - Coding and Interactive Design - Recitation 2 credits
EMDA 331 - The Art of Data 4 credits

ENG 414 - Writing for Publication 4 credits

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

None affected

New Program Proposal

NOTE: This form should be used for new certificates, 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 Environmental Horticulture

CIP Code: (Classification of Instructional Program): 01.06

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 major and its related certificates/micro-credentials depends on existing courses offered at SOU. Although the expected enrollment in the major is low, a higher number of students will enroll in existing courses in pursuit of these certificates and credentials. All programs and courses involved have adequate room for increased student enrollment.
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.

All program requirements are currently embedded in the attached curriculum. Prerequisites are listed as scaffolded requirements. Program impact is anticipated to be slightly higher enrollments in all courses.

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?
As noted, almost all courses are currently taught at SOU. New courses proposed will be taught as follows:

Farm Manager: SA 102: Greenhouse Management, SA101: Nutrient Management, SA100: Plant Propagation, Adjunct: SA 492 Viticulture Practice. Total anticipated adjunct loading per year: 4

Agroecology will be taught by Vincent Smith. The course will replace his current loading teaching in ES 120, 121, and 122. Agroecology will be taught every other year. Dr. Smith will now teach SOAN 425: Food, Power, and Agriculture in even years and ES 4XX: Agroecology in odd

years. Stephanie Danyi will be assigned as farm manager to ES 120, 121, 122.

- b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
The program will require use of The Farm at SOU's resources including its current space in the Science Hall Greenhouse. The program will additionally require the use of facilities on the Table Rock Campus at RCC, Rusted Gate Farm, and Grown Rogue.
- 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. Again, nearly all courses are already taught at SOU.
- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.
Some upgrades to The Farm at SOU will be required over time. These upgrades are being made as part of an overall campaign that involves use of funds dedicated to the Institute for Applied Sustainability

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

Stephanie Danyi, Coordinator
541-552-6487
danyis@sou.edu

The Certificate in Environmental Horticulture is an interdisciplinary program designed to prepare individuals for careers in the horticultural sciences. Students will complete a core of courses focused on key scientific principles in horticulture. Students then select from a range of possible specializations. Much of the coursework in the environmental horticulture major is taught hands-on in horticultural contexts.

Upon successful completion of this certificate program, the student will be able to:

- Demonstrate knowledge of the physical and natural sciences relevant to the horticultural industry
- Be able to effectively perform key functions and utilize key tools in the horticulture.
- Apply horticultural sciences within the context of environmental impacts.
- Demonstrate a specific knowledge of two or more areas of emphasis in horticulture.

Environmental Horticulture (50 credits)

Environmental Horticulture Curriculum (50 credits)

Lower Division Science Core (12 credits)

ES 101: Intro to Env. Science: Earth (4) AND
ES 102: Intro to Env. Science: Bio (4) AND
ES 103: Intro to Env. Science Social (4)

OR

BI 211: Principles of Biology: Cell Biology (4) AND
BI 212: Principles of Biology: Evolution (4) AND
BI 213: Principles of Biology: Ecology (4)

Lower Division Horticulture Core (10 credits)

SA 102 Greenhouse Management (2)
SA 101 Nutrient Management (2)
SA 100 Plant Propagation (2)
SA 103 Pest Management* (4)

Elective Options

(Select **at least 2** of the following) (28 credit minimum)

Soil Management (8 credits) (Prerequisite: ES 101)

CH 101: Environmental Chemistry (4)
ES 433: Soil Science (4)

Sustainable Food Systems (10 Credits)

ES 120: Sustainable Food Systems: Harvest (2)
ES 121: Sustainable Food Systems: Land (2)
ES 122: Sustainable Food Systems: Planting (2)
SOAN 425: Food Power and Agriculture (4)

Water Management (12 credits) (Prerequisite ES 101)

ES 435: Water Resources (4)
CH 101: Environmental Chemistry (4)
ES 314: Hydrology (4) or BI 475: Aquatic Ecology (4)

Viticulture (4 credits)

SA 291 Intro to Viticulture 1 (2)
SA 292 Viticulture Practice (2)

Climate and Weather (11-12 credits) (Prerequisite ES 101)

ES 327 Energy and Climate Change (4)

ES 482 Climatology (4)

BI 414 Environmental Physiology (4) or BI 346: Biogeochemistry (3)

Applied Environmental Economics (12 credits) (Prerequisite ES 103)

ES 421 Ecological Economics (4)

EC 201 Microeconomics (4)

EC 202 Macroeconomics (4)

Geospatial Science or Precision Agriculture (15 credits) EXISTING (Prerequisite ES 101)

ES 349 Maps, Cartography, and Geospatial Technology (5)

ES 451 Introduction to Geographic Information Systems (5)

ES 453 Remote Sensing (5)

Plant Science (13 credits) (Prerequisites: BI 213, CH 223)

BI 454 Plant Ecology (4)

BI 331 Plant Physiology (5)

BI 340 Ecology (4)

Agroecology (12 credits) (prerequisites ES 102 OR BI 213, ES 103)

SOAN 425 Food, Power, and Agriculture (4)

ES 445 Agroecology* (4)

BI 340 Ecology (4)

Sustainable Leadership (12 credits)

ES 423 Sustainability and Natural Resources (4)

BA 483 Sustainability Leadership (4)

BA 490 Case Studies in Corporate Sustainability (4)

Food and Culture (12 credits) (Prerequisite: ES 103 or SOAN 204)

SOAN 425: Food, Power, and Agriculture (4 credits)

GSWS 222: Gender, Race and Food Studies (4 credits)

HE 325: Nutrition (4 credits)

Health and Nutrition (13 credits)

HE 250: Health and Society I (4)

HE 331: Environmental Health (3)

HE 325: Nutrition (3)

HE 362: Community Health (3)

Essence of Wine (6 credits)

BA 292 - Introduction to Wine Production (2 credits)

BA 293 - Introduction to Wine Business (2 credits)

BA 294 - Introduction to Wine Sensory Evaluation (2 credits)

New Certificate Proposal

NOTE: This form should be used for new certificates, 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 Certificate name: Healthcare Economics

CIP Code: (check with your Division Director): 45.06

Impact statement:

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

The Certificate in Healthcare Economics will continue to draw on existing economic courses and one new HCA course (currently being proposed – HCA 200 Introduction to Healthcare Administration). Students will also have the opportunity to choose existing courses for electives from other programs.

We expect some HCA majors pursuing one of the 4 concentrations offered will also explore the opportunity of gaining a certificate in Healthcare Economics. Additionally, we anticipate students from other programs (for example, Biology; Communication, Gender, Sexuality and Women's Studies; Health and Exercise Science; Pre-Nursing; Psychology; and Sociology and Anthropology) will pursue this new certificate.

Our HCA core faculty will continue to provide curriculum direction to the offering of this certificate, and initiate and maintain connections between HCA and other programs on campus.

Description: This certificate provides students with essential knowledge of the economics of health, allowing them to work in an ever-changing complex healthcare system.

Students will apply theories of production, disparities and competition to understand the behavior of individuals, health care providers, public and private organizations, and governments in decision-making.

2. Will any prerequisites or other course requirements affect other departments/programs? 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 in Healthcare Economics will not create any new prerequisite or course requirements for other programs.

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?

There is no teaching impact on this certificate as the courses offered are already being taught by faculty inside and outside of the HCA program. The one new proposed course will be taught by core HCA faculty.

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

- 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.***)

N/A - The creation of this Certificate in HCA does not change the program need in library resources.

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

No additional resources are needed.

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

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

XXXX N/A

Healthcare Economics Certificate

Description: This certificate provides students with essential knowledge of the economics of health, allowing them to work in an ever-changing complex healthcare system. Students will apply theories of production, disparities and competition to understand the behavior of individuals, health care providers, public and private organizations, and governments in decision-making.

Required Courses: 32 credits

Core Courses

- EC 201 - Principles of Microeconomics (4 credits)
- EC 202 - Principles of Macroeconomics (4 credits)
- EC 232 – Exploratory Data Analysis (4 credits)
- EC 330 – Race, Gender, Sexuality, and the Economy (4 credits)
 - Cross-listed as GSWS/EC 330
- EC 345 – Healthcare Economics (4 credits)
- EC 358 - Intermediate Microeconomics (4 credits)
- **HCA 200 – Introduction to Healthcare Administration (4 credits)** (*course proposal submitted for 2024/25 catalog change*)
- SOAN 338 – Sociology of Health, Illness and Healthcare (4 credits)

Electives: 8 credits

Select two (2) upper-division courses from the list below:

- BA 374 – Principles of Management (4 credits)
- COMM 346 – Health Communication (4 credits)
- COMM 486 - Health, the Internet, and Technology (4 credits)
- EC 332 - Quantitative Methods and Application (4 credits)
- GSWS 313 - Fat Studies: Bodies, Culture, and Politics (4 credits)
- GSWS 344 – LGBT2QIA+ Health (4 credits)
- HCA 345 - Aging and the Life course (4 credits)
- PSY 452 – Health Psychology (4 credits)
- SOAN 315 – Drugs, Health, & Policy (4 credits)
- SOAN 335 – Medical Anthropology (4 credits)
- SOAN 365 – Epidemiology (4 credits)
- SOAN 456 – Global Health (4 credits)

Other courses as approved by Healthcare Administration major advisor.

Certificate: Healthcare Administration (approved 2/27/2024, 6Y/0N/0A)

Healthcare Economics (40 cr)

- This certificate provides students with essential knowledge of the economics of health, allowing them to work in an ever-changing complex healthcare system. Students will learn content on how to manage the day-to-day operations of healthcare facilities including managing budgets and ensuring the goals of the health providers and needs of all relevant stakeholders are met.
 - Core Courses: 32 cr
 - EC 201, 202, 232, 330/GWSW 330, 345, 358, HCA 200, SOAN 338
 - Electives: 8 credits: Select one (2) upper-division courses from the list below:
 - BA 374, COMM 346, COMM 486, EC 332, GSWS 313, GSWS 344, HCA 345, PSY 452, SOAN 315, SOAN 335, SOAN 365, SOAN 465
 - Other courses as approved by Healthcare Administration major advisor

Course: Healthcare Administration (approved 2/27/2024, 6Y/0N/0A)

HCA 200 Introduction to Healthcare Administration, 4 credits

This course provides students with an overview of the healthcare system in the United States including provider types, settings, health policies, access, costs, and financing. Students will learn about debates and conflicts that have shaped the health care system, as well as the future of health services delivery. Job opportunities within health care administration and how the field has and is evolving will be discussed.

Prerequisites: none

Grade Mode: Option

Certificate: Psychology (approved 1/23/24 5Y/0N/0A)

Certificate in Pre-Counseling

36 credits

The Certificate in Pre-Counseling is offered for students who wish to pursue graduate study in a mental health field such as clinical mental health counseling, marriage and family therapy, social work, or

clinical psychology. Students develop foundational skills and knowledge in helping skills and psychological disorders, and contextualize their applied skills and knowledge within the broader science of psychology.

Students who earn this certificate will meet the prerequisite course requirements for most accredited graduate programs in mental health fields in the State of Oregon and elsewhere, though students are encouraged to inquire directly about the requirements of specific programs in which they may be interested. To be awarded a Certificate in Pre-Counseling, students must be in one of the following categories: a) a graduating SOU student who has earned a Bachelors degree (the Certificate in Pre-Counseling and Bachelors degree may be awarded concurrently), or b) a student who has already earned a Bachelors degree (post-baccalaureate). To complete the certificate, students must earn a grade of C or higher in each course applied toward the certificate and must achieve a minimum GPA of 2.7 in the 36 credits of coursework listed below.

- **Lower Division Core (12 credits)**

Complete each of the following:

- PSY 201, 202, & 225

An equivalent research methods course may be substituted for PSY 225 with program approval.

- **Applied Psychology Core (8 credits)**

Complete each of the following:

- PSY 471 & PSY 479

- **Developmental Psychology (4 credits)**

Complete one of the following:

- PSY 370 or PSY 460 or PSY 466

- **Applied Psychology Electives (12 credits)**

Choose at least 12 credits from the list below:

- PSY 317, PSY 369, PSY 409A, PSY 409B, PSY 411, PSY 443, PSY 453, PSY 463, PSY 467, PSY 472, PSY 473, PSY 475, PSY 487

Certificate: Interdisciplinary

[Certificate in Environmental Horticulture \(revised\)](#) (50 credits)

The Certificate in Environmental Horticulture is an interdisciplinary program designed to prepare individuals for careers in the horticultural sciences. Students will complete a core of courses focused on key scientific principles in horticulture. Students then select from a range of possible specializations. Much of the coursework in the environmental horticulture major is taught hands-on in horticultural contexts.

Upon successful completion of this certificate program, the student will be able to:

- Demonstrate knowledge of the physical and natural sciences relevant to the horticultural industry
- Be able to effectively perform key functions and utilize key tools in the horticulture.
- Apply horticultural sciences within the context of environmental impacts.
- Demonstrate a specific knowledge of two or more areas of emphasis in horticulture.

New Course Proposal
Submit completed form electronically

1. **Course prefix and course number:** HCA 200
2. **Course title:** Introduction to Healthcare Administration
3. **Abbreviated title for class schedule** (30 characters or less): Intro to Healthcare Admin
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** This course provides students with an overview of the health care system in the United States, including provider types, settings, health policies, access, costs, and financing. Students will learn about debates and conflicts that have shaped the health care system, as well as the future of health services delivery. Job opportunities within health care administration and how the field has and is evolving will be discussed.
6. **Prerequisites** *(to add each additional prerequisite, start a new line):* none
 - A. (course prefix, (space) and number) or or or or
 - B. (course prefix, (space) and number) or or or or
 - C. (course prefix, (space) and number) or or or or
7. **Co-requisites** *(including labs, if any):*
 - A. (course prefix, (space) and number) or or or or
8. **Major/Class restrictions:** Please indicate any class or major restrictions:
8. **Is course repeatable?** Yes No **If Yes, list maximum credits:**
10. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:
11. **Fees:** List any course fees: 0
12. **Grade Mode:** Option
13. **CIP Code:** Six-digit CIP code (check with your Division Director):

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? Yes No If yes, list Strand(s)

B. Honors? Yes No

15. Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course?
This will be a gateway course for students beginning their major in Health Care Administration. The course is intended to give students a solid understanding of the field and foundational knowledge in order to pursue the interdisciplinary coursework required.

B. **Alignment:**

1. How does this course align with the unit's mission plan? This course aims to fulfill the mission in HCA to provide students with a foundation in the U.S. health care system, and terminology, ethics, practices, and theories relevant to the field.

2. How does the course fit into the rest of the unit's curriculum? This will be a required gateway course for students taking the HCA major. Additionally, the course will serve as a lower division elective for students who are undeclared or in other majors.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 15; Year 2 20; Year 3 20

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

a. Who will teach the course?

HCA core faculty (e.g. Larry Gibbs and/or Katherine Fox)

b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations.

This will have minimal-to-no impact on other teaching obligations This course will be incorporated into the normal teaching load.

c. If additional faculty members are needed, how will that need be met?

Adjunct instructors who have significant healthcare professional experience will be sought. The potential pool of adjunct instructors may come from the Healthcare Administration Advisory Council.

2. *Facilities*: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. N/A

3. *Other*:

- a. Are Hannon Library resources sufficient to meet the needs of this course?
Yes
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? None

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? N/A

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format

HCA 200 – Introduction to Healthcare Administration

1. Course Title and Course Number

- Introduction to Health Care Administration
- HCA 200

2. Course Description

This course provides students with an overview of the health care system in the United States, including provider types, settings, health policies, access, costs, and financing. Students will learn about debates and conflicts that have shaped the health care system, as well as the future of health services delivery. Job opportunities within health care administration and how the field has and is evolving will be discussed.

3. Learning Objectives

Students should be able to:

1. Describe the history and structure of the healthcare industry in the United States.
2. Identify and understand the role of a modern-day healthcare administrator.
3. Develop an understanding of healthcare finance, including how various forms of insurance work.
4. Compare and contrast the types of healthcare providers.
5. Discuss key issues related to cost, access, and quality of care in the 21st century healthcare environment based upon knowledge of current literature and industry best practices.
6. Identify future challenges for the United States healthcare system.

4. Required Course Materials

Goldsteen, R.L., Goldsteen, K., & Goldsteen, B.Z. (2021). *Jonas' Introduction to the U.S. health care system* (9th ed.). Springer Publishing Company, LLC

5. Class Outline

Unit 1. Present state of the U.S. Health Care System

Week 1. Introduction and Health Care Delivery Settings. Goldsteen et al, Chapters 1 and 2

Week 2. The People Who Provide Health Care. Goldsteen et al, Chapter 3

Week 3. Medicine, Devices, and Technology. Goldsteen et al, Chapter 4

Week 4. Government and the Health Care System. Goldsteen et al, Chapter 5

Week 5. Financing the Health Care System. Goldsteen et al, Chapter 6

Week 6. Health Care System Performance. Goldsteen et al, Chapter 7

Unit 2. U.S. Health care system in transition: How we got here and where we are going

Week 7. Debates that Have Structured Health Care System Change. Goldsteen et al, Chapter 8

Week 8. History of Change, 1900 to 2010. Goldsteen et al, Chapters 9 and 10

Week 9. The Affordable Care Act. Goldsteen et al, Chapter 11 and eChapter update

Week 10. Current Trends. Goldsteen et al, Chapter 12 and eChapter update

New Program Proposal

NOTE: This form should be used for new certificates, 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: SOU Honors College Civic Leadership and Innovation Certificate
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)?
This certificate is built on the existing course structure of the Honors College. It adds incentives for students to participate in what up until now have been purely co-curricular requirements. This gives students a certificate to recognize the depth of learning that they gain from completing the Honors College core curriculum in addition to the Civic Leadership curriculum also in Honors.
2. Will any prerequisites or other course requirements affect other departments/programs?
No. Basic general education prerequisites.
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?
May need to add sections of classes.
 - b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
No new or additional needs. Need would be met with contracts for in-load faculty borrowed from departments, overload faculty borrowed from departments, or with term by term faculty contracts.
 - 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.***)
No new or additional needs.
 - d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.
No new or additional needs.
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.
Consulted Philosophy, English, and Communications. Consultation documentation attached.

The SOU Honors College Civic Leadership and Innovation Certificate equips individuals for a lifetime of effective leadership within a democratic society by providing a series of core courses that accomplishes two goals. It gives students a pathway through the Honors College curriculum whether they start out in the Honors College and want the extra certificate, or if they join the Honors College through completion of the certificate alone. It also guides students through the building blocks of leadership grounded in critical thinking and logic, multidisciplinary thinking (metacognition), historical and contemporary perspectives on leadership, and wicked problems. An application is required to be admitted to the Honors College Leadership Certificate program. Applicants to the certificate must have a 3.25 SOU or 3.25 transfer university GPA. A 3.25 SOU GPA is required for completion of the certificate. Incoming freshmen interested in the Certificate should apply for admission to the Honors College, and can add the Certificate to their Honors College experience at the beginning of their sophomore year.

Required courses: 23-25 credits

Prerequisite: HON 121, 122, 123, or
WRI 121z, 122z, 123z or equivalent
MTH 243 or equivalent

Learn

4-6 credits in logic and reasoning

Honors Sophomore Seminar sequence – 6 credits (only open to students who are admitted to the Honors College before the beginning of their Sophomore year).

HON 250 – Sophomore Seminar: Logic and Lines of Argumentation

HON 251 – Sophomore Seminar: Fallacies in Arguments

HON 252 – Sophomore Seminar: Varieties of Reasoning

Or

One of the following courses – 4 credits (for all transfer students or those not admitted to the Honors College before the beginning of their Sophomore year).

COMM 343 – Argumentation and Critical Thinking

PHL 203 – Introduction to Logic

PHL 205 – Ethics and Moral Issues

ENG 280 – Introductory Topics in Rhetoric: Public Reasoning

16 credits

HON 301, 315, 317, and 319

Lead

3 credits Wicked Problems

HON 350, 351, 352: Wicked Problems I, II, and III – 3 credits

SOU GE equivalents

Communication and Expression – 4-6 credits

HON 250, 251, 252

COMM 343 – Argumentation and Critical Thinking

PHL 203 – Introduction to Logic

PHL 205 – Ethics and Moral Issues

ENG 280 – Introductory Topics in Rhetoric: Public Reasoning

Creativity and Innovation – 7 credits

HON 350-352 - Wicked Problems

HON 315 – Art, Culture, and Humanities

Equity, Diversity, and Inclusion – 8 credits

HON 301 – Leadership

HON 317 – Citizenship and Social Responsibility

Inquiry and Analysis – 4 credits

HON 319 – Science, Nature, and Society

Consultation - Certificate Honors Leadership

Inbox

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Remove label Inbox from this conversation



Cherstin Lyon <lyonc1@sou.edu>

Mon, Aug 14,
5:54 PM

to Andrew, Margaret, Prakash

Dear Andrew, Prakash, and Margaret,

I wanted to reach out to you to see what your thoughts would be if I directed a small number of individual students to take one of the following courses as a part of a new (draft) Honors College Leadership Certificate. These courses would be options for students who were not a part of the Honors College in their Freshman and Sophomore years. Those students already in the Honors College will have already taken our HON 250-252 seminar sequence in logic, reasoning, and argumentation. The options listed below would give those who transfer or join Honors late by pursuing the certificate an option to get this crucial background in critical thinking, logic, or reasoning. I'm thinking the impact on these courses would be minimal at first. We are hoping to find ways to grow in manageable ways. We do hope that this certificate might grow over time. All students who start out in Honors and finish in Honors would automatically qualify for the certificate with no impact to any other programs or courses outside of Honors. (Just FYI)

COMM 343 – Argumentation and Critical Thinking

PHL 203 – Introduction to Logic

ENG 280 – Introductory Topics in Rhetoric: Public Reasoning

I would be happy to follow up with a meeting to discuss this further, but did want to put this in front of you now to see if you have questions or if you would find this to be acceptable.

Sincerely,
Cherstin



Andrew Gay <Andrew.Gay@sou.edu>

Tue, Aug 15,
8:52 AM

to me, Margaret, Prakash

Hi, Cherstin. I have no objection to your using COMM 343 as a substitute course.

Andrew Kenneth Gay (he/him)

Professor of Digital Cinema

Chair of Communication, Media & Cinema

Faculty Trustee on the SOU Board of Trustees

SOUTHERN OREGON UNIVERSITY | 1250 Siskiyou Blvd | Ashland OR 97520

Britt 140 | 541.552.6669 | Andrew.Gay@sou.edu | [Make an appointment](#)

<https://sou.edu/communication> | <https://sou.edu/digital-cinema>



Cherstin Lyon <lyonc1@sou.edu>

Tue, Aug 15,
8:56 AM

to Andrew

Thank you Andrew. Hope you are having a good summer.



Margaret Perrow <perrowm@sou.edu>

Wed, Aug 16,
7:09 AM

to Merrilyne, me

Hi Cherstin,

It's fine with me to include ENG 280 in your new credential, but I want to be sure it's OK with Merrilyne Lundahl (copied here), since she teaches that class. How often would you expect ENG 280 to be offered?

Appreciatively,

Margaret



Merrilyne Lundahl <lundahlm@sou.edu>

Wed, Aug 16,
7:43 AM

to Margaret, me

This should great! I am fully on board.

Cheers,

Merrilyne



Cherstin Lyon <lyonc1@sou.edu>

Wed, Aug 16,
8:42 AM

to Margaret, Merrilyne

Thank you so much. Since there are 4 options I'd just hope it would be offered every year or every other year.

Sincerely,
Cherstin

New Program Proposal

NOTE: This form should be used for new certificates, 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 Horticultural Business

CIP Code: (Classification of Instructional Program): 01.06

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 major and its related certificates/micro-credentials depends on existing courses offered at SOU. Although the expected enrollment in the major is low, a higher number of students will enroll in existing courses in pursuit of these certificates and credentials. All programs and courses involved have adequate room for increased student enrollment.
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.

All program requirements are currently embedded in the attached curriculum. Prerequisites are listed as scaffolded requirements. Program impact is anticipated to be slightly higher enrollments in all courses.

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?
As noted, almost all courses are currently taught at SOU. New courses proposed will be taught as follows:

Adjunct Hiring: SA 102: Greenhouse Management, SA101: Nutrient Management, SA100: Plant Propagation, SA104 Cannabis Crop Production, SA 492 Viticulture Practice. Total anticipated adjunct loading per year: 12

Faculty re-assignment: Pest Management would be taught by Jacob Youngblood in Biology. Changes in general education will permit him to allocate some of his time to this program. Agroecology will be taught by

Vincent Smith. The course will replace his current loading teaching in ES 120, 121, and 122. Agroecology will be taught every other year. Dr. Smith will now teach SOAN 425: Food, Power, and Agriculture in even years and ES 4XX: Agroecology in odd years. Stephanie Danyi will be assigned as farm manager to ES 120, 121, 122. She may also cover SA 100, and 101.

- a. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
The program will require use of The Farm at SOU's resources including its current space in the Science Hall Greenhouse. The program will additionally require the use of facilities on the Table Rock Campus at RCC, Rusted Gate Farm, and Grown Rogue.
 - b. 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. Again, nearly all courses are already taught at SOU.
 - c. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.
Some upgrades to The Farm at SOU will be required over time. These upgrades are being made as part of an overall campaign that involves use of funds dedicated to the Institute for Applied Sustainability
4. Catalog copy for the new program, including requirements and electives.

Stephanie Danyi, Coordinator
541-552-6487
danyis@sou.edu

The Certificate in Horticultural Business is an interdisciplinary program designed to prepare individuals for careers in the horticultural industry. Students will apply business principles from sales and marketing to effectively market and promote horticultural products, along with learning management, accounting, computer applications, and hospitality and tourism factors that are important for successful horticultural businesses. This program prepares students to pursue a variety of horticultural industry jobs that range from producer, greenhouse manager, nursery owner, purchaser, landscape professional, and farm manager

Upon successful completion of this certificate program, the student will be able to:

- Demonstrate knowledge of the global to regional horticultural industry including how regional climates, soils, and landscapes are associated with growing and producing plants.
- Understand how a range of horticultural products are grown and understand the environmental impacts of production.
- Be able to effectively communicate to the public about horticulture/agriculture through advertising, public relations, social media, and online resources.
- Construct a horticulture marketing plan, applying management and business principles.

Horticultural Business (46-50 credits)

Lower Division Horticulture Core (10 credits)

SA 102 Greenhouse Management (2)

SA 101 Nutrient Management (2)

SA 100 Plant Propagation (2)

SA 103 Pest Management* (4)

Lower Division Business Core (12-16 credits)

BA 211 Financial Accounting (4) AND

BA 213: Managerial Accounting (4)

OR

BA 313 Accounting for Managers (4)

AND

BA 131 Business Computer Applications (4)

EMDA 201 Image and Animation Design (2 credits)

EMDA 201R Recitation (2 credits)

Upper Division Core (24 credits)

BA 374: Principles of Management (4)

BA 410: Event Management (4) or BA 446: Retail Management (4)

BA 324: Business Communication (4)

BA 330 Principles of Marketing (4 credits)

COMM 323 Strategic Social Media (4 credits)

BA 386 Advanced Excel Applications (4)

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

4/29/16

Proposal for a New Academic Program

This program proposal form is intended to help you navigate the approval process and to provide assistance in gathering evidence to establish alignment, demand, and viability of new programs. SOU carefully considers several factors in the reviews of a new academic program proposals including, but not limited to: alignment with the institutional mission and strategic plan, market and student demand, competition, recruitment and retention factors, the points of the triangle and resource need. All programs under consideration must answer the five questions as outlined in the SOU forward plan. Those five questions are:

- What resources will this new proposal require?
- What are the anticipated fiscal or performance benefits from this initiative?
- What is the time horizon for these expected benefits?
- What metrics and measurements will be used to monitor progress?
- What actions will be taken if the expected milestones are not achieved?

Deadline: October 27th, 2023 ([Why is this deadline so important?](#))

Please complete the following:

School(s): School of Science and Business

Program(s): Chemistry and Biology

Program type (Bachelor, Master, minor, Certificate): Certificate

Degree Designation (BA, BS, BFA, MS, other): Certificate

Program Delivery (traditional/in-person, online, hybrid, other): Traditional

When do you want the program to start: Fall 2024

A. Program Overview

- Provide a brief description of the program.
Medical and Clinical Laboratory Sciences Certificate. The introduction of a new Biomedical Sciences major will include the creation of several new certificates. These certificates can be included as an option in the new major, as additional certificates in other SOU majors, or as stand-alone certificates for post-bac or graduate students.
- Will this program support or be supported by other programs?
Yes, these certificates are partnerships between biology and chemistry with further support from psychology, healthcare administration, exercise science, sociology & anthropology, and math.
- Are there similar majors, certificates, minors, or credentials at SOU? How will this program impact those programs?
Yes, each of the new certificates in the medical sciences are similar.
- What are the learning outcomes for the program.
[Click or tap here to enter text.](#)

B. Alignment with Institutional Mission and Goals:

- How does the proposed program support SOU's mission and strategic plan goals?
This new certificate focuses on a regional and national need to provide workforce development in the allied health professions. Some of the fastest growing careers in 2023 include nurse practitioners, medical and health service managers, and physician assistants. The Rogue Valley has identified the lack of health professionals as one of the primary concerns to economic development and regional stability. In collaboration with our existing degrees in biology, chemistry, nursing, healthcare

management, and health and exercise science, the biomedical science program will prepare students to launch fulfilling careers in the health professions.

C. Points of the Triangle:

a. Describe how this program supports one or more of the points of the triangle (supporting the liberal arts foundation, regional responsiveness, and/or creativity and innovation).

The new biomedical sciences major strongly supports two of the points of the triangle in different ways. Regarding the liberal arts, the major has been designed to incorporate a broad array of upper division electives drawing from many existing programs on campus. When compared to the existing Biology major, students have a much wider array of upper division electives to choose from to complete their degree. There is a broader call across the country for students entering health professions to have a more well-rounded undergraduate experience, and this major is responding to that call by creating more opportunities for upper division non-biology coursework. Regarding regional responsiveness, this major is being created with the knowledge that the Rogue Valley currently has a lack of health professionals. This gap between supply and demand for health care professionals is hindering economic development and regional stability. There are only a handful of institutions in Oregon that currently offer similar programs. Oregon State University offers undergraduate majors in both Biomedical Science and BioHealth Sciences. In addition, OHSU provides pathways to professional graduate degrees and academic graduate degrees in biomedicine. However, no regional institution within the State of Oregon offers a Biomedical major and no similar programs exist in Southern Oregon or Northern California. SOU students pursuing the biomedical science degree are likely candidates for professional and academic graduate programs at OHSU. In addition, they will be prepared for PhD programs in Comparative Health Sciences at Oregon State University and in Biology at the University of Oregon, particularly through the Institute of Molecular Biology.

D. Demand: Working with SOU's Institutional Research (required for new majors, suggested for certificates), please provide answers to the following questions.

- a. What is the current, five, and ten-year employment outlook for students graduating with this degree. Please provide both regional and national data.
See major proposal
- b. Please provide a comparator analysis that establishes a clear need for this program. Include a list of similar programs that exist regionally, statewide, and/or nationally and a summary of how the proposed program would complement similar programs at other institutions. Related to this, if a program would be in direct competition with another program, provide a rationale for why the demand would not be impacted by that program.
See major proposal
- c. Does the program serve a specific population or meet a specific need not captured through the data provided above?
See major proposal
- d. Will this program provide any opportunities to attract and retain students from underserved populations. Are there existing programs or resources that might help recruit these students?
See major proposal

E. Resource needs:

- a. Will new or additional faculty be needed to provide this program? Please explain how you arrived at the answer provided. If additional faculty teaching hours are needed, how will that need be met?
No, all courses are currently offered.
- b. Will new or additional administrative support be needed to provide this program?
Yes, a program lead will be selected for the overall major.
- c. Will new or additional resources (facilities, equipment, etc.) be needed to provide this program? How will those needs be met?
All facilities and lab spaces required for program delivery are currently available and sufficient for offering this major at SOU. Additionally, SOU hosts the only regional anatomy and physiology lab with human cadaver capacity. This cadaver lab will be essential to delivery of the major.
- d. Will new curriculum be needed to deliver this program?
Yes, see attached
- e. Sufficient information resources are necessary to ensure the quality of new programs and to meet accreditation requirements. Contact your library faculty subject liaison to arrange a collection assessment demonstrating the level of current and/or needed information resource support for the proposed program. Attach a copy of the report with this proposal.
See Appendix B

F. Program Impact and Evaluation:

- a. Working with data provided by Institutional Research, provide benchmark estimates for the program success metrics below:
 - i. What is the three and five year projection for major headcount and SCH for the program?
Projections discussed in this section are based on total headcounts and SCH. These will include students who are presently in an existing major at SOU (chemistry, biology, exercise

Please send the completed form to walsh@sou.edu, deneuid@sou.edu, and provostsoffice@sou.edu.

science, psychology) as well as new students recruited into the biomedical sciences major OR to a stand-alone certificate. Overall, we anticipate a pre-professional and biomedical sciences program with 150 majors long-term. These students will be divided across certificates (though courses heavily overlap). 3-year head count: 20, 5-year headcount 30. 3-year SCH: 280, 5-year SCH: 420

- ii. What is the three and five year projection for SCH to Faculty ELU ratio?
No new courses will be offered in this certificate. We anticipate that the certificates will assist in improving SCH/ELU ratios in existing courses.
- iii. What is the three and five year projection for total number of degrees (grad degrees, majors, certificates) awarded?
3-Year: 10, 5-year: 15
- iv. What is the three and five year projection for course fill rate?
As noted above, fill rates will improve over time in existing courses. No new courses are offered here.

- b. Will any prerequisites or other course requirements affect other departments/programs? 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 following programs may be affected by this proposal: Biology, Chemistry, Mathematics, Health and Exercise Science, Sociology and Anthropology, and Psychology. Contact and discussions are attached in Appendices G-I.

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

Departments/Chairs and Faculty contacted: Mathematics (Curtis Feist) Chemistry (Anna Oliveri) Health and Exercise Science (Joel Perkins, Ryan Weatherwax) Sociology and Anthropology (Jessica Piekielek, Larry Gibbs) Psychology (Emily Reeder, Rachel Jochem, John Taylor, Mark Krause)

Signatures

Chair (printed name)	Signature	Date
School Director (printed name)	Signature	Date
Provost (printed name)	Signature	Date

The application on the next page is for the Higher Education Coordinating Commission. If your program is approved through all of the relevant SOU levels, you will be asked to fill out the form below. There are questions that are redundant and the application below will be submitted separately so feel free to cut and paste from above where ever possible.

Curriculum

Medical & Clinical Laboratory Sciences Certificate (28-33 Credits)

Chemistry (8-10 credits)

CH 331 OR CH 334+337 (Organic Chemistry Req)

CH 350 OR CH 451 (Biochemistry Req)

Biology (3 credits)

BI 456 (Immunology)

Upper Division Electives (17-20 credits)

Choose 5 from list below

- Must not overlap with required courses within track

Options for Upper Division electives

BI 314 (Comparative Animal Physiology) *every year

BI 348 (Evolution) *every year

BI 420 (Developmental Biology) *every other year

BI 425 (Molecular Biology) *every year

BI 426 (Genomics) *every other year

BI 456 (Immunology) *every other year

BI 457 (Virology) *every other year

CH 375 (Computational Methods) *every year

CH 421 (Analytical Chemistry) *every year

CH 425 (Instrumental Chemistry) *every year

CH 450 (Bioinformatics) *every other year

CH 452 (Biochemistry II) *every year

CH 453 (Biochemistry III) *every year

HE 325 (Nutrition) *every term

HE 361 (Health Equity, Diversity, and Inclusion) *every year

HE 362 (Community Health) *every term

HE 452 (Analysis of Stress) *nearly every term

PSY 351 (Behavioral Neuroscience) *every term

PSY 370 (Lifespan Development) *every term

PSY 457 (Psychopharmacology) *multiple terms a year

PSY 479 (Abnormal Psychology) *every term

SOAN 335 (Medical Anthropology) *every year

SOAN 338 (Sociology of Health, Illness, and Health Care) *every year

SOAN 350 (Human Evolution) *every other year

SOAN 365 (Epidemiology) *every other year

Italics = courses that require instructor permission to enroll

New Program Proposal

NOTE: This form should be used for new certificates, 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:

CIP Code: (Classification of Instructional Program): Outdoor Adventure Leadership Certificate.

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 certificate will be the coursework and requirements for our current minor. Potential for a manageable increase in student numbers to existing courses.
2. Will any prerequisites or other course requirements affect other departments/programs? 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. No prerequisites or other courses have anticipated impacts.
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 anticipated impacts on current faculty availability or obligations.
 - b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
No additional resources needed.
 - 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**.)
No
 - d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.
No additional resources needed.
4. Catalog copy for the new program, including requirements and electives.

Click or tap here to enter text.

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

None impacted.

10/10/23

Skip to content

Southern Oregon University

2023-24 Catalog

Outdoor Adventure Leadership (OAL) Minor

PROPOSED CERTIFICATE

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

(Minimum 27 total credits)

Requirements for the minor:

- OAL 150 - Outdoor Living Skills 3 credits
- OAL 223 - Wilderness Navigation 2 credits
- OAL 250 - Foundations in Outdoor Adventure Leadership 3 credits
- OAL 252 - Wilderness First Responder and CPR 3 credits

Choose a minimum of 12 credits from the list below:

- OAL 325 - Wilderness Nutrition and Backcountry Cooking 3 credits
- OAL 350 - Adventure Programming 4 credits
- OAL 362 - Sustainability in Outdoor Programming 3 credits
- OAL 370 - Adventure-Based Therapy 3 credits
- OAL 372 - Adventure Sports Kinesiology 4 credits
- OAL 430 - Outdoor Survival 3 credits
- OAL 433 - Outdoor Adventure Literature 3 credits
- OAL 435 - Adventure Writing and Photography 3 credits
- OAL 470 - Environmental Physiology 3 credits
- OAL 450 - Adventure Programming Leadership 4 credits
- OAL 495 - Outdoor Pursuits Field Experience 1-6 credits
- OAL 497 - International Expedition 1-12 credits

Choose four activity courses from the list below:

Land

- OAL 170 - Bike Maintenance 1 credit
- OAL 174 - Backpacking 2 credits
- OAL 175 - Mountaineering I 2 credits
- OAL 177 - Rock Climbing I 2 credits
- OAL 179 - Skiing/Snowboarding 1 credit
- OAL 180 - Ski and Snowboard Maintenance 1 credit
- OAL 183 - Trail Running 2 credits
- OAL 184 - Backcountry Skiing/Splitboarding 2 credits
- OAL 185 - Disc Golf 2 credits
- OAL 188 - Surfboard Shaping 2 credits
- OAL 203 - Mountaineering II 2 credits
- OAL 204 - Rock Climbing II 2 credits
- OAL 205 - Rock Climbing III 2 credits
- OAL 290 - Challenge Course Facilitation 2 credits
- OAL 481 - Technical Rope Rescue 2 credits
- OAL 483 - Avalanche I 1 credit

Water

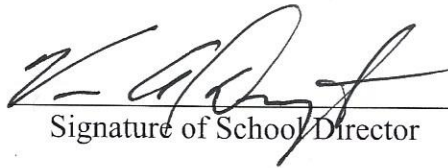
- OAL 171 - Boat Maintenance 1 credit
- OAL 172 - Fly Fishing I 2 credits
- OAL 173 - Fly Fishing II 2 credits
- OAL 178 - Sea Kayaking I 2 credits
- OAL 181 - Whitewater Rafting I 2 credits
- OAL 182 - Whitewater Kayaking I 2 credits
- OAL 186 - Surfing 2 credits
- OAL 187 - Stand Up Paddle Boarding 2 credits
- OAL 206 - Sea Kayaking II 2 credits
- OAL 207 - Whitewater Rafting II 2 credits
- OAL 208 - Whitewater Kayaking II 2 credits
- OAL 234 - Open Water SCUBA Diving 2 credits
- OAL 236 - Advanced SCUBA Diving 1 credit

- [OAL 238 - Diver Rescue and Accident Management](#) 1 credit
 - [OAL 480 - Swiftwater Rescue Technician Level I](#) 2 credits
 - [OAL 482 - Swiftwater Rescue Technician Advanced](#) 2 credits
-

Curricular Change Approval Form

School/Program: ELHH/OAL

I approve these proposed curricular changes, and confirm that the academic program has the resources to support these changes. Changes that may affect other programs have been shared with the appropriate chairs or directors.



Signature of School Director

10/25/2023

Date

Proposal for a New Academic Program

This program proposal form is intended to help you navigate the approval process and to provide assistance in gathering evidence to establish alignment, demand, and viability of new programs. SOU carefully considers several factors in the reviews of a new academic program proposals including, but not limited to: alignment with the institutional mission and strategic plan, market and student demand, competition, recruitment and retention factors, the points of the triangle and resource need. All programs under consideration must answer the five questions as outlined in the SOU forward plan. Those five questions are:

- What resources will this new proposal require?
- What are the anticipated fiscal or performance benefits from this initiative?
- What is the time horizon for these expected benefits?
- What metrics and measurements will be used to monitor progress?
- What actions will be taken if the expected milestones are not achieved?

Deadline: October 27th, 2023 ([Why is this deadline so important?](#))

Please complete the following:

School(s): School of Science and Business

Program(s): Chemistry and Biology

Program type (Bachelor, Master, minor, Certificate): Certificate

Degree Designation (BA, BS, BFA, MS, other): Certificate

Program Delivery (traditional/in-person, online, hybrid, other): Traditional

When do you want the program to start: Fall 2024

A. Program Overview

- Provide a brief description of the program.
Physician Assistant & Chiropractic Certificate. The introduction of a new Biomedical Sciences major will include the creation of several new certificates. These certificates can be included as an option in the new major, as additional certificates in other SOU majors, or as stand-alone certificates for post-bac or graduate students.
- Will this program support or be supported by other programs?
Yes, these certificates are partnerships between biology and chemistry with further support from psychology, healthcare administration, exercise science, sociology & anthropology, and math.
- Are there similar majors, certificates, minors, or credentials at SOU? How will this program impact those programs?
Yes, each of the new certificates in the medical sciences are similar.
- What are the learning outcomes for the program.
[Click or tap here to enter text.](#)

B. Alignment with Institutional Mission and Goals:

- How does the proposed program support SOU's mission and strategic plan goals?
This new certificate focuses on a regional and national need to provide workforce development in the allied health professions. Some of the fastest growing careers in 2023 include nurse practitioners, medical and health service managers, and physician assistants. The Rogue Valley has identified the lack of health professionals as one of the primary concerns to economic development and regional stability. In collaboration with our existing degrees in biology, chemistry, nursing, healthcare

management, and health and exercise science, the biomedical science program will prepare students to launch fulfilling careers in the health professions.

C. Points of the Triangle:

a. Describe how this program supports one or more of the points of the triangle (supporting the liberal arts foundation, regional responsiveness, and/or creativity and innovation).

The new biomedical sciences major strongly supports two of the points of the triangle in different ways. Regarding the liberal arts, the major has been designed to incorporate a broad array of upper division electives drawing from many existing programs on campus. When compared to the existing Biology major, students have a much wider array of upper division electives to choose from to complete their degree. There is a broader call across the country for students entering health professions to have a more well-rounded undergraduate experience, and this major is responding to that call by creating more opportunities for upper division non-biology coursework. Regarding regional responsiveness, this major is being created with the knowledge that the Rogue Valley currently has a lack of health professionals. This gap between supply and demand for health care professionals is hindering economic development and regional stability. There are only a handful of institutions in Oregon that currently offer similar programs. Oregon State University offers undergraduate majors in both Biomedical Science and BioHealth Sciences. In addition, OHSU provides pathways to professional graduate degrees and academic graduate degrees in biomedicine. However, no regional institution within the State of Oregon offers a Biomedical major and no similar programs exist in Southern Oregon or Northern California. SOU students pursuing the biomedical science degree are likely candidates for professional and academic graduate programs at OHSU. In addition, they will be prepared for PhD programs in Comparative Health Sciences at Oregon State University and in Biology at the University of Oregon, particularly through the Institute of Molecular Biology.

D. Demand: Working with SOU's Institutional Research (required for new majors, suggested for certificates), please provide answers to the following questions.

- a. What is the current, five, and ten-year employment outlook for students graduating with this degree. Please provide both regional and national data.
See major proposal
- b. Please provide a comparator analysis that establishes a clear need for this program. Include a list of similar programs that exist regionally, statewide, and/or nationally and a summary of how the proposed program would complement similar programs at other institutions. Related to this, if a program would be in direct competition with another program, provide a rationale for why the demand would not be impacted by that program.
See major proposal
- c. Does the program serve a specific population or meet a specific need not captured through the data provided above?
See major proposal
- d. Will this program provide any opportunities to attract and retain students from underserved populations. Are there existing programs or resources that might help recruit these students?
See major proposal

E. Resource needs:

- a. Will new or additional faculty be needed to provide this program? Please explain how you arrived at the answer provided. If additional faculty teaching hours are needed, how will that need be met?
No, all courses are currently offered.
- b. Will new or additional administrative support be needed to provide this program?
Yes, a program lead will be selected for the overall major.
- c. Will new or additional resources (facilities, equipment, etc.) be needed to provide this program? How will those needs be met?
All facilities and lab spaces required for program delivery are currently available and sufficient for offering this major at SOU. Additionally, SOU hosts the only regional anatomy and physiology lab with human cadaver capacity. This cadaver lab will be essential to delivery of the major.
- d. Will new curriculum be needed to deliver this program?
Yes, see attached
- e. Sufficient information resources are necessary to ensure the quality of new programs and to meet accreditation requirements. Contact your library faculty subject liaison to arrange a collection assessment demonstrating the level of current and/or needed information resource support for the proposed program. Attach a copy of the report with this proposal.
See Appendix B

F. Program Impact and Evaluation:

- a. Working with data provided by Institutional Research, provide benchmark estimates for the program success metrics below:
 - i. What is the three and five year projection for major headcount and SCH for the program?
Projections discussed in this section are based on total headcounts and SCH. These will include students who are presently in an existing major at SOU (chemistry, biology, exercise

Please send the completed form to walsh@sou.edu, deneuid@sou.edu, and provostsoffice@sou.edu.

science, psychology) as well as new students recruited into the biomedical sciences major OR to a stand-alone certificate. Overall, we anticipate a pre-professional and biomedical sciences program with 150 majors long-term. These students will be divided across certificates (though courses heavily overlap). 3-year head count: 20, 5-year headcount 30. 3-year SCH: 280, 5-year SCH: 420

- ii. What is the three and five year projection for SCH to Faculty ELU ratio?
No new courses will be offered in this certificate. We anticipate that the certificates will assist in improving SCH/ELU ratios in existing courses.
- iii. What is the three and five year projection for total number of degrees (grad degrees, majors, certificates) awarded?
3-Year: 10, 5-year: 15
- iv. What is the three and five year projection for course fill rate?
As noted above, fill rates will improve over time in existing courses. No new courses are offered here.

- b. Will any prerequisites or other course requirements affect other departments/programs? 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 following programs may be affected by this proposal: Biology, Chemistry, Mathematics, Health and Exercise Science, Sociology and Anthropology, and Psychology. Contact and discussions are attached in Appendices G-I.

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

Departments/Chairs and Faculty contacted: Mathematics (Curtis Feist) Chemistry (Anna Oliveri) Health and Exercise Science (Joel Perkins, Ryan Weatherwax) Sociology and Anthropology (Jessica Piekielek, Larry Gibbs) Psychology (Emily Reeder, Rachel Jochem, John Taylor, Mark Krause)

Signatures

_____	_____	_____
Chair (printed name)	Signature	Date
_____	_____	_____
School Director (printed name)	Signature	Date
_____	_____	_____
Provost (printed name)	Signature	Date

The application on the next page is for the Higher Education Coordinating Commission. If your program is approved through all of the relevant SOU levels, you will be asked to fill out the form below. There are questions that are redundant and the application below will be submitted separately so feel free to cut and paste from above where ever possible.

Curriculum

Physician Assistant & Chiropractic Certificate (36-41 Credits)

Chemistry (8-10 credits)

CH 331 OR CH 334+337 (Organic Chemistry Req)

CH 350 OR CH 451 (Biochemistry Req)

Biology (15 credits)

BI 231, 232, 233 with labs (Human Anatomy & Physiology)

Upper Division Electives (13-16 credits)

Choose 4 from list below

- Must not overlap with required courses within track
- One course must come from outside of Biology (BI) and Chemistry (CHEM)

Options for Upper Division electives

BI 314 (Comparative Animal Physiology) *every year

BI 348 (Evolution) *every year

BI 420 (Developmental Biology) *every other year

BI 425 (Molecular Biology) *every year

BI 426 (Genomics) *every other year

BI 456 (Immunology) *every other year

BI 457 (Virology) *every other year

CH 375 (Computational Methods) *every year

CH 421 (Analytical Chemistry) *every year

CH 425 (Instrumental Chemistry) *every year

CH 450 (Bioinformatics) *every other year

CH 452 (Biochemistry II) *every year

CH 453 (Biochemistry III) *every year

HE 325 (Nutrition) *every term

HE 361 (Health Equity, Diversity, and Inclusion) *every year

HE 362 (Community Health) *every term

HE 452 (Analysis of Stress) *nearly every term

PSY 351 (Behavioral Neuroscience) *every term

PSY 370 (Lifespan Development) *every term

PSY 457 (Psychopharmacology) *multiple terms a year

PSY 479 (Abnormal Psychology) *every term

SOAN 335 (Medical Anthropology) *every year

SOAN 338 (Sociology of Health, Illness, and Health Care) *every year

SOAN 350 (Human Evolution) *every other year

SOAN 365 (Epidemiology) *every other year

Italics = courses that require instructor permission to enroll

Proposal for a New Academic Program

This program proposal form is intended to help you navigate the approval process and to provide assistance in gathering evidence to establish alignment, demand, and viability of new programs. SOU carefully considers several factors in the reviews of a new academic program proposals including, but not limited to: alignment with the institutional mission and strategic plan, market and student demand, competition, recruitment and retention factors, the points of the triangle and resource need. All programs under consideration must answer the five questions as outlined in the SOU forward plan. Those five questions are:

- What resources will this new proposal require?
- What are the anticipated fiscal or performance benefits from this initiative?
- What is the time horizon for these expected benefits?
- What metrics and measurements will be used to monitor progress?
- What actions will be taken if the expected milestones are not achieved?

Deadline: October 27th, 2023 ([Why is this deadline so important?](#))

Please complete the following:

School(s): Social Sciences

Program(s): Pre-Counseling

Program type (Bachelor, Master, minor, Certificate): Certificate

Degree Designation (BA, BS, BFA, MS, other): Other (certificate).

Program Delivery (traditional/in-person, online, hybrid, other): Traditional/in-person.

When do you want the program to start: Fall 2024.

A. Program Overview

- a. Provide a brief description of the program.

The Certificate in Pre-Counseling is designed to prepare students for graduate study in helping professions such as clinical mental health counseling, marriage and family therapy, and social work. Students complete courses that are common pre-requisites for admission to mental health-related graduate programs, as well as electives to broaden their knowledge in areas of interest. The certificate curriculum has been designed to satisfy current pre-requisite course requirements for nearly every accredited graduate program in clinical mental health counseling, marriage and family therapy, social work, and clinical psychology offered in the state of Oregon.

- b. Will this program support or be supported by other programs?

This program is supported by the Department of Psychology.

- c. Are there similar majors, certificates, minors, or credentials at SOU? How will this program impact those programs?

A student interested in graduate study in a mental health profession could choose to major in Psychology or Human Service. We anticipate minimal impact to these programs. First, the required courses for the Certificate in Pre-Counseling consists entirely of courses that are already frequently offered by the Department of Psychology. Second, we anticipate that many students may elect to major in Psychology or Human Service and add the Certificate in Pre-Counseling as a way of emphasizing coursework in applied psychology and bolstering their qualifications for graduate programs in mental health fields.

- d. What are the learning outcomes for the program.

Upon earning this certificate, students will 1) Possess foundational helping skills, such as the ability to use active listening, supportive questions and restatements, and help another person to set goals, 2)

Possess foundational knowledge related to common psychological disorders, their etiology, and evidence-based treatment options, and 3) Understand how the scientific method is applied to the field of psychology.

B. Alignment with Institutional Mission and Goals:

- a. How does the proposed program support SOU's mission and strategic plan goals?
This certificate aligns with the SOU Mission's promotion of "student success, professional preparation, and civic engagement through service excellence, evolving technologies, and innovative curriculum." Specifically, this program prepares students for entry into professional training programs in mental health and counseling professions. Students will also have opportunities for civic engagement through the option to complete a practicum as an elective in working toward this certificate.
This certificate would align with SOU's strategic goals in several key ways. In line with Strategic Direction I, Goal One: this certificate will help to prepare students for future professional studies, and "create lives of purpose" by preparing students for careers in which they support the well-being of others. Strategic Direction IV, Goal Two: First-generation college students and other students from underrepresented backgrounds who may be interested in pursuing graduate study in a mental health profession may benefit from the formal structure that this certificate program provides in their pursuit of their graduate school and career goals. Strategic Direction VII, Goal Two: Students pursuing a Certificate in Pre-Counseling may choose to complete a practicum as an elective for their certificate. This would facilitate civic engagement in Ashland and the Rogue Valley.

C. Points of the Triangle:

- a. **Describe how this program supports one or more of the points of the triangle (supporting the liberal arts foundation, regional responsiveness, and/or creativity and innovation).**
Regional Responsiveness: There is a shortage of licensed mental health providers in Oregon, and the shortage is particularly acute in Southern Oregon. According to the State of Oregon's 2019 Behavioral Workforce analysis, there are 37.8 licensed mental health providers (full-time equivalent) in Southern Oregon per 10,000 people in need of mental health services, compared with 56.2 mental health providers per 10,000 people in need of services in Oregon as a whole. As a result, a majority of people in Southern Oregon who are experiencing a mental health concern are not currently receiving services. Although the proposed certificate would not directly train mental health providers, it would work toward addressing this shortage by helping students who already have a connection to the Rogue Valley and Southern Oregon to be well-prepared for graduate study in mental health fields.
Creativity and Innovation: Foundational skills in helping professions are part art and part science. Students in courses such as Introduction to Helping Skills, a required course for the certificate, will learn how to creatively apply helping skills that are core to helping professions.
Liberal Arts Foundation: Students who pursue a liberal arts education as an undergraduate often wish to use this background to pursue graduate study in a specific professional area, including counseling. This certificate program would allow students to obtain meaningful preparation for a future field of study while maintaining the liberal arts foundation of their undergraduate degree.

D. Demand: Working with SOU's Institutional Research (required for new majors, suggested for certificates), please provide answers to the following questions.

- a. What is the current, five, and ten-year employment outlook for students graduating with this degree. Please provide both regional and national data.
Click or tap here to enter text.
- b. Please provide a comparator analysis that establishes a clear need for this program. Include a list of similar programs that exist regionally, statewide, and/or nationally and a summary of how the proposed program would complement similar programs at other institutions. Related to this, if a program would be in direct competition with another program, provide a rationale for why the demand would not be impacted by that program.
Click or tap here to enter text.
- c. Does the program serve a specific population or meet a specific need not captured through the data provided above?
Click or tap here to enter text.
- d. Will this program provide any opportunities to attract and retain students from underserved populations. Are there existing programs or resources that might help recruit these students?
Click or tap here to enter text.

E. Resource needs:

- a. Will new or additional faculty be needed to provide this program? Please explain how you arrived at the answer provided. If additional faculty teaching hours are needed, how will that need be met?
No new or additional faculty are needed to support this program. All required courses for the certificate are regularly offered by the Department of Psychology – typically every quarter. Elective courses may be less frequently taught, but some elective offerings are already offered each quarter, as well. Although we anticipate a modest increase in demand for certain core courses (Introduction to Helping Skills and Psychological Disorders), we do not anticipate any additional sections will be required.
- b. Will new or additional administrative support be needed to provide this program?
We do not anticipate any new or additional administrative support will be needed for this program.
- c. Will new or additional resources (facilities, equipment, etc.) be needed to provide this program? How will those needs be met?
No new facilities or equipment are needed for this program.
- d. Will new curriculum be needed to deliver this program?
All required and elective courses for the proposed certificate are already offered by the Department of Psychology. No new courses or changes to existing courses will be required.
- e. Sufficient information resources are necessary to ensure the quality of new programs and to meet accreditation requirements. Contact your library faculty subject liaison to arrange a collection assessment demonstrating the level of current and/or needed information resource support for the proposed program. Attach a copy of the report with this proposal.
See attached.

F. Program Impact and Evaluation:

Please send the completed form to walsh@sou.edu, deneuid@sou.edu, and provostsoffice@sou.edu.

- a. Working with data provided by Institutional Research, provide benchmark estimates for the program success metrics below:
- i. What is the three and five year projection for major headcount and SCH for the program?
Click or tap here to enter text.
 - ii. What is the three and five year projection for SCH to Faculty ELU ratio?
Click or tap here to enter text.
 - iii. What is the three and five year projection for total number of degrees (grad degrees, majors, certificates) awarded?
Click or tap here to enter text.
 - iv. What is the three and five year projection for course fill rate?
Click or tap here to enter text.
- b. Will any prerequisites or other course requirements affect other departments/programs? 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.
Our proposed curriculum includes Psychology 225 – Methods and Statistics, or an equivalent research methods class with program approval. Statistics 243Z (or the Honors College equivalent) is required as a pre-requisite for Psychology 225. We have contacted the Department of Mathematics, who have verified that they have the necessary capacity for additional students to take Statistics 243Z.
- c. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.
See attached

Signatures

_____	_____	_____
Chair (printed name)	Signature	Date
_____Dustin Walcher_____	<i>Dustin Walcher</i>	__1 Nov.
School Director (printed name)	Signature	2023__ Date
_____	_____	_____
Provost (printed name)	Signature	Date

The application on the next page is for the Higher Education Coordinating Commission. If your program is approved through all of the relevant SOU levels, you will be asked to fill out the form below. There are questions that are redundant and the application below will be submitted separately so feel free to cut and paste from above where ever possible.

36 credits

The Certificate in Pre-Counseling is offered for students who wish to pursue graduate study in a mental health field such as clinical mental health counseling, marriage and family therapy, social work, or clinical psychology. Students develop foundational skills and knowledge in helping skills and psychological disorders, and contextualize their applied skills and knowledge within the broader science of psychology.

Students who earn this certificate will meet the prerequisite course requirements for most accredited graduate programs in mental health fields in the State of Oregon and elsewhere, though students are encouraged to inquire directly about the requirements of specific programs in which they may be interested. To be awarded a Certificate in Pre-Counseling, students must be in one of the following categories: a) a graduating SOU student who has earned a Bachelors degree (the Certificate in Pre-Counseling and Bachelors degree may be awarded concurrently), or b) a student who has already earned a Bachelors degree (post-baccalaureate). To complete the certificate, students must earn a grade of C or higher in each course applied toward the certificate and must achieve a minimum GPA of 2.7 in the 36 credits of coursework listed below.

Lower Division Core (12 credits)

Complete each of the following:

- PSY 201 – General Psychology 4 credits
- PSY 202 – General Psychology 4 credits
- PSY 225 – Methods and Statistics 4 credits

An equivalent research methods course may be substituted for PSY 225 with program approval.

Applied Psychology Core (8 credits)

Complete each of the following:

- PSY 471 – Introduction to Helping Skills 4 credits
- PSY 479 – Psychological Disorders 4 credits

Developmental Psychology (4 credits)

Complete one of the following:

- PSY 370 – Lifespan Development 4 credits
or
- PSY 460 – Child and Adolescent Development 4 credits
or
- PSY 466 – Adult Development and Aging 4 credits

Applied Psychology Electives (12 credits)

Choose at least 12 credits from the list below:

- PSY 317 – Personal and Social Adjustment 4 credits
- PSY 369 – Human Sexuality 4 credits
- PSY 409A – Practicum and Seminar in Psychological Services 1 to 12 credits
- PSY 409B – Practicum: Human Service 1 to 6 credits
- PSY 411 – Positive Psychology 4 credits
- PSY 443 – Process of Behavior Change 4 credits
- PSY 453 – Stress Management 4 credits
- PSY 463 – Psychological Disorders of Children and Adolescents 4 credits
- PSY 467 – Death and Dying: Engaging Life through the End 4 credits
- PSY 472 – Sustainable Compassion 4 credits
- PSY 473 – Introduction to Art Therapy 4 credits
- PSY 475 – Crisis Intervention Strategies 4 credits
- PSY 487 – Multicultural Psychology 4 credits

Note for the Curriculum Committee: Concurrent with this application, we are submitting proposals to change the names of PSY 463 – Psychopathology of Childhood and PSY 479 – Abnormal Psychology to PSY 463 – Psychological Disorders of Children and Adolescents and PSY 479 – Psychological Disorders. We are including the proposed new course names in this proposal.

MEMORANDUM

TO: Joshua Goodman, Psychology
FROM: Emily Miller-Francisco, Psychology and Collection Development Librarian
DATE: October 24, 2023
SUBJECT: Resources to support proposed Certificate in Pre-Counseling

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).

DATABASES

Hannon Library provides online access to counseling journals through PsycInfo. PsycInfo has excellent coverage for the counseling area, although some students who are interested in multi-disciplinary subjects such as school counseling may benefit from some of our other databases (e.g. ERIC for education). Another option for students is to search our general Hannon Library Search catalog that provides access to all of our full text. Searching broadly for peer-reviewed articles focused broadly on the subject of counseling retrieves well over 300,000 full-text articles, over a third of which having been published within the past 10 years.

JOURNALS

We have a number of journals that would be appropriate to this area of study. Here are examples of online journals we provide with immediate online access:

- Journal of Counseling Psychology (from 1954 to present)
- The Counseling Psychologist (from 1969 to present)
- American Psychologist (from 1946 to present)
- Journal of Consulting and Clinical Psychology (from 1968 to present)
- Journal of Multicultural Counseling and Development (from 1990 to present)
- Behavior Research and Therapy (from 1995 to present)
- Clinical Psychology Review (from 1995 to present)
- Child Development (from 1930 to present)
- Professional School Counseling (from 1997 to present)
- British Journal of Psychiatry (from 1990 to one year ago)

If students find citations for articles without immediate access, we can almost always find the articles for them through our interlibrary loan program which often takes less than a day.

BOOKS

Currently Hannon Library's collections include over 4000 print or ebooks relating to counseling or therapy. About a quarter of these were published within the last 10 years. Expanding this search to our consortium finds more than an additional 1000 books published in the last decade. These books can be requested and delivered for free within the week.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED PRE-COUNSELING PROGRAM

Hannon Library's holdings of books and journals relating to counseling are more than adequate to support a certificate-level program in pre-counseling. Please use these amounts in the HECC Budget Outline Form:

Library/Printed	\$0
Library/Electronic	\$0

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

What resources will this new proposal require?

No new resources are required. This certificate will utilize existing courses that are frequently offered by the Department of Psychology.

What are the anticipated fiscal or performance benefits from this initiative?

The State of Oregon will pay Southern Oregon University for each certificate earned. In some cases, these may be students who are already taking a similar cluster of classes, but SOU will now receive increased state funding when the student earns a certificate. In other cases, students who majored in a field other than psychology may pursue this certificate as a post-bac and bring additional revenue to SOU.

What is the time horizon for these expected benefits?

Short-term: we anticipate that some students will pursue the Certificate in Pre-Counseling in the first 1-2 years that it is offered. There are already many Psychology majors who are taking these courses because they are interested in pursuing graduate study in a mental health profession, and would be able to apply for the certificate with minimal extra coursework on their part.

Medium-term: we anticipate that after the certificate has been offered for 3 to 5 years, we will see an increase in the number of students applying for this certificate. For example, this may be a product of academic advising, in which advisors and SSCs route students who express interest in a mental health career to the Certificate in Pre-Counseling and these students have ample time to complete the required courses. We anticipate that awareness of the program from non-degree seeking students will grow over time; for example, students whose undergraduate degrees are not related to psychology who have decided to pursue a career in a mental health profession may pursue this certificate as a post-bac.

What metrics and measurements will be used to monitor progress?

- A. Number of students who declare an intention to complete the Certificate in Pre-Counseling
- B. Number of Certificates in Pre-Counseling awarded each year

What actions will be taken if the expected milestones are not achieved?

If the expected milestones are not achieved, we may take efforts to increase awareness of the certificate among students, faculty, and staff. Because the certificate does not require any additional resources from the Department of Psychology or Southern Oregon University, we would be likely to continue offering the certificate, even if the expected milestones are not achieved, so long as at least a small number of students are benefitting from it.

Proposal for a New Academic Program

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- What resources will this new proposal require?
- What are the anticipated fiscal or performance benefits from this initiative?
- What is the time horizon for these expected benefits?
- What metrics and measurements will be used to monitor progress?
- What actions will be taken if the expected milestones are not achieved?

Deadline: October 27th, 2023 ([Why is this deadline so important?](#))

Please complete the following:

School(s): School of Science and Business

Program(s): Chemistry and Biology

Program type (Bachelor, Master, minor, Certificate): Certificate

Degree Designation (BA, BS, BFA, MS, other): Certificate

Program Delivery (traditional/in-person, online, hybrid, other): Traditional

When do you want the program to start: Fall 2024

A. Program Overview

- Provide a brief description of the program.
Pre-Dental & Pre-Optometry Certificate. The introduction of a new Biomedical Sciences major will include the creation of several new certificates. These certificates can be included as an option in the new major, as additional certificates in other SOU majors, or as stand-alone certificates for post-bac or graduate students.
- Will this program support or be supported by other programs?
Yes, these certificates are partnerships between biology and chemistry with further support from psychology, healthcare administration, exercise science, sociology & anthropology, and math.
- Are there similar majors, certificates, minors, or credentials at SOU? How will this program impact those programs?
Yes, each of the new certificates in the medical sciences are similar.
- What are the learning outcomes for the program.
Click or tap here to enter text.

B. Alignment with Institutional Mission and Goals:

- How does the proposed program support SOU's mission and strategic plan goals?
This new certificate focuses on a regional and national need to provide workforce development in the allied health professions. Some of the fastest growing careers in 2023 include nurse practitioners, medical and health service managers, and physician assistants. The Rogue Valley has identified the lack of health professionals as one of the primary concerns to economic development and regional stability. In collaboration with our existing degrees in biology, chemistry, nursing, healthcare

management, and health and exercise science, the biomedical science program will prepare students to launch fulfilling careers in the health professions.

C. Points of the Triangle:

a. Describe how this program supports one or more of the points of the triangle (supporting the liberal arts foundation, regional responsiveness, and/or creativity and innovation).

The new biomedical sciences major strongly supports two of the points of the triangle in different ways. Regarding the liberal arts, the major has been designed to incorporate a broad array of upper division electives drawing from many existing programs on campus. When compared to the existing Biology major, students have a much wider array of upper division electives to choose from to complete their degree. There is a broader call across the country for students entering health professions to have a more well-rounded undergraduate experience, and this major is responding to that call by creating more opportunities for upper division non-biology coursework. Regarding regional responsiveness, this major is being created with the knowledge that the Rogue Valley currently has a lack of health professionals. This gap between supply and demand for health care professionals is hindering economic development and regional stability. There are only a handful of institutions in Oregon that currently offer similar programs. Oregon State University offers undergraduate majors in both Biomedical Science and BioHealth Sciences. In addition, OHSU provides pathways to professional graduate degrees and academic graduate degrees in biomedicine. However, no regional institution within the State of Oregon offers a Biomedical major and no similar programs exist in Southern Oregon or Northern California. SOU students pursuing the biomedical science degree are likely candidates for professional and academic graduate programs at OHSU. In addition, they will be prepared for PhD programs in Comparative Health Sciences at Oregon State University and in Biology at the University of Oregon, particularly through the Institute of Molecular Biology.

D. Demand: Working with SOU's Institutional Research (required for new majors, suggested for certificates), please provide answers to the following questions.

- a. What is the current, five, and ten-year employment outlook for students graduating with this degree. Please provide both regional and national data.
See major proposal
- b. Please provide a comparator analysis that establishes a clear need for this program. Include a list of similar programs that exist regionally, statewide, and/or nationally and a summary of how the proposed program would complement similar programs at other institutions. Related to this, if a program would be in direct competition with another program, provide a rationale for why the demand would not be impacted by that program.
See major proposal
- c. Does the program serve a specific population or meet a specific need not captured through the data provided above?
See major proposal
- d. Will this program provide any opportunities to attract and retain students from underserved populations. Are there existing programs or resources that might help recruit these students?
See major proposal

E. Resource needs:

- a. Will new or additional faculty be needed to provide this program? Please explain how you arrived at the answer provided. If additional faculty teaching hours are needed, how will that need be met?
No, all courses are currently offered.
- b. Will new or additional administrative support be needed to provide this program?
Yes, a program lead will be selected for the overall major.
- c. Will new or additional resources (facilities, equipment, etc.) be needed to provide this program? How will those needs be met?
All facilities and lab spaces required for program delivery are currently available and sufficient for offering this major at SOU. Additionally, SOU hosts the only regional anatomy and physiology lab with human cadaver capacity. This cadaver lab will be essential to delivery of the major.
- d. Will new curriculum be needed to deliver this program?
Yes, see attached
- e. Sufficient information resources are necessary to ensure the quality of new programs and to meet accreditation requirements. Contact your library faculty subject liaison to arrange a collection assessment demonstrating the level of current and/or needed information resource support for the proposed program. Attach a copy of the report with this proposal.
See Appendix B

F. Program Impact and Evaluation:

- a. Working with data provided by Institutional Research, provide benchmark estimates for the program success metrics below:
 - i. What is the three and five year projection for major headcount and SCH for the program?
Projections discussed in this section are based on total headcounts and SCH. These will include students who are presently in an existing major at SOU (chemistry, biology, exercise

Please send the completed form to walsh@sou.edu, deneuid@sou.edu, and provostsoffice@sou.edu.

science, psychology) as well as new students recruited into the biomedical sciences major OR to a stand-alone certificate. Overall, we anticipate a pre-professional and biomedical sciences program with 150 majors long-term. These students will be divided across certificates (though courses heavily overlap). 3-year head count: 20, 5-year headcount 30. 3-year SCH: 280, 5-year SCH: 420

- ii. What is the three and five year projection for SCH to Faculty ELU ratio?
No new courses will be offered in this certificate. We anticipate that the certificates will assist in improving SCH/ELU ratios in existing courses.
- iii. What is the three and five year projection for total number of degrees (grad degrees, majors, certificates) awarded?
3-Year: 10, 5-year: 15
- iv. What is the three and five year projection for course fill rate?
As noted above, fill rates will improve over time in existing courses. No new courses are offered here.

- b. Will any prerequisites or other course requirements affect other departments/programs? 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 following programs may be affected by this proposal: Biology, Chemistry, Mathematics, Health and Exercise Science, Sociology and Anthropology, and Psychology. Contact and discussions are attached in Appendices G-I.

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

Departments/Chairs and Faculty contacted: Mathematics (Curtis Feist) Chemistry (Anna Oliveri) Health and Exercise Science (Joel Perkins, Ryan Weatherwax) Sociology and Anthropology (Jessica Piekielek, Larry Gibbs) Psychology (Emily Reeder, Rachel Jochem, John Taylor, Mark Krause)

Signatures

_____	_____	_____
Chair (printed name)	Signature	Date
_____	_____	_____
School Director (printed name)	Signature	Date
_____	_____	_____
Provost (printed name)	Signature	Date

The application on the next page is for the Higher Education Coordinating Commission. If your program is approved through all of the relevant SOU levels, you will be asked to fill out the form below. There are questions that are redundant and the application below will be submitted separately so feel free to cut and paste from above where ever possible.

Curriculum

Pre-Dental & Pre-Optometry Certificate (36-40 credits)

Chemistry (15-17 credits)

CH 334+337 (Organic Chemistry I)

CH 335+338/340 (Organic Chemistry II)

CH 350 OR CH 451 (Biochemistry Req)

Biology (15 credits)

BI 231, 232, 233 with labs (Human Anatomy & Physiology)

Upper Division Electives (6-8 credits)

Choose 2 from list below

- Must not overlap with required courses within track

Options for Upper Division electives

BI 314 (Comparative Animal Physiology) *every year

BI 348 (Evolution) *every year

BI 420 (Developmental Biology) *every other year

BI 425 (Molecular Biology) *every year

BI 426 (Genomics) *every other year

BI 456 (Immunology) *every other year

BI 457 (Virology) *every other year

CH 375 (Computational Methods) *every year

CH 421 (Analytical Chemistry) *every year

CH 425 (Instrumental Chemistry) *every year

CH 450 (Bioinformatics) *every other year

CH 452 (Biochemistry II) *every year

CH 453 (Biochemistry III) *every year

HE 325 (Nutrition) *every term

HE 361 (Health Equity, Diversity, and Inclusion) *every year

HE 362 (Community Health) *every term

HE 452 (Analysis of Stress) *nearly every term

PSY 351 (Behavioral Neuroscience) *every term

PSY 370 (Lifespan Development) *every term

PSY 457 (Psychopharmacology) *multiple terms a year

PSY 479 (Abnormal Psychology) *every term

SOAN 335 (Medical Anthropology) *every year

SOAN 338 (Sociology of Health, Illness, and Health Care) *every year

SOAN 350 (Human Evolution) *every other year

SOAN 365 (Epidemiology) *every other year

Italics = courses that require instructor permission to enroll

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Please complete the following:

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Program(s): Chemistry and Biology

Program type (Bachelor, Master, minor, Certificate): Certificate

Degree Designation (BA, BS, BFA, MS, other): Certificate

Program Delivery (traditional/in-person, online, hybrid, other): Traditional

When do you want the program to start: Fall 2024

A. Program Overview

- Provide a brief description of the program.
Pre-Medical Certificate. The introduction of a new Biomedical Sciences major will include the creation of several new certificates. These certificates can be included as an option in the new major, as additional certificates in other SOU majors, or as stand-alone certificates for post-bac or graduate students.
- Will this program support or be supported by other programs?
Yes, these certificates are partnerships between biology and chemistry with further support from psychology, healthcare administration, exercise science, sociology & anthropology, and math.
- Are there similar majors, certificates, minors, or credentials at SOU? How will this program impact those programs?
Yes, each of the new certificates in the medical sciences are similar.
- What are the learning outcomes for the program.
[Click or tap here to enter text.](#)

B. Alignment with Institutional Mission and Goals:

- How does the proposed program support SOU's mission and strategic plan goals?
This new certificate focuses on a regional and national need to provide workforce development in the allied health professions. Some of the fastest growing careers in 2023 include nurse practitioners, medical and health service managers, and physician assistants. The Rogue Valley has identified the lack of health professionals as one of the primary concerns to economic development and regional stability. In collaboration with our existing degrees in biology, chemistry, nursing, healthcare

management, and health and exercise science, the biomedical science program will prepare students to launch fulfilling careers in the health professions.

C. Points of the Triangle:

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See major proposal
- b. Please provide a comparator analysis that establishes a clear need for this program. Include a list of similar programs that exist regionally, statewide, and/or nationally and a summary of how the proposed program would complement similar programs at other institutions. Related to this, if a program would be in direct competition with another program, provide a rationale for why the demand would not be impacted by that program.
See major proposal
- c. Does the program serve a specific population or meet a specific need not captured through the data provided above?
See major proposal
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See major proposal

E. Resource needs:

- a. Will new or additional faculty be needed to provide this program? Please explain how you arrived at the answer provided. If additional faculty teaching hours are needed, how will that need be met?
No, all courses are currently offered.
- b. Will new or additional administrative support be needed to provide this program?
Yes, a program lead will be selected for the overall major.
- c. Will new or additional resources (facilities, equipment, etc.) be needed to provide this program? How will those needs be met?
All facilities and lab spaces required for program delivery are currently available and sufficient for offering this major at SOU. Additionally, SOU hosts the only regional anatomy and physiology lab with human cadaver capacity. This cadaver lab will be essential to delivery of the major.
- d. Will new curriculum be needed to deliver this program?
Yes, see attached
- e. Sufficient information resources are necessary to ensure the quality of new programs and to meet accreditation requirements. Contact your library faculty subject liaison to arrange a collection assessment demonstrating the level of current and/or needed information resource support for the proposed program. Attach a copy of the report with this proposal.
See Appendix B

F. Program Impact and Evaluation:

- a. Working with data provided by Institutional Research, provide benchmark estimates for the program success metrics below:
 - i. What is the three and five year projection for major headcount and SCH for the program?
Projections discussed in this section are based on total headcounts and SCH. These will include students who are presently in an existing major at SOU (chemistry, biology, exercise

Please send the completed form to walsh@sou.edu, deneuid@sou.edu, and provostsoffice@sou.edu.

science, psychology) as well as new students recruited into the biomedical sciences major OR to a stand-alone certificate. Overall, we anticipate a pre-professional and biomedical sciences program with 150 majors long-term. These students will be divided across certificates (though courses heavily overlap). 3-year head count: 20, 5-year headcount 30. 3-year SCH: 280, 5-year SCH: 420

- ii. What is the three and five year projection for SCH to Faculty ELU ratio?
No new courses will be offered in this certificate. We anticipate that the certificates will assist in improving SCH/ELU ratios in existing courses.
- iii. What is the three and five year projection for total number of degrees (grad degrees, majors, certificates) awarded?
3-Year: 10, 5-year: 15
- iv. What is the three and five year projection for course fill rate?
As noted above, fill rates will improve over time in existing courses. No new courses are offered here.

- b. Will any prerequisites or other course requirements affect other departments/programs? 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 following programs may be affected by this proposal: Biology, Chemistry, Mathematics, Health and Exercise Science, Sociology and Anthropology, and Psychology. Contact and discussions are attached in Appendices G-I.

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

Departments/Chairs and Faculty contacted: Mathematics (Curtis Feist) Chemistry (Anna Oliveri) Health and Exercise Science (Joel Perkins, Ryan Weatherwax) Sociology and Anthropology (Jessica Piekielek, Larry Gibbs) Psychology (Emily Reeder, Rachel Jochem, John Taylor, Mark Krause)

Signatures

_____	_____	_____
Chair (printed name)	Signature	Date
_____	_____	_____
School Director (printed name)	Signature	Date
_____	_____	_____
Provost (printed name)	Signature	Date

The application on the next page is for the Higher Education Coordinating Commission. If your program is approved through all of the relevant SOU levels, you will be asked to fill out the form below. There are questions that are redundant and the application below will be submitted separately so feel free to cut and paste from above where ever possible.

Curriculum

Pre-Medical Certificate (32-37 credits)

Chemistry (15-17 credits)

CH 334+337 (Organic Chemistry I)

CH 335+338/340 (Organic Chemistry II)

CH 350 OR CH 451 (Biochemistry Req)

Biology (4 credits)

BI 314 with lab (Comp. Animal Physiology)

Upper Division Electives (13-16 credits)

Choose 4 from list below

- Must not overlap with required courses within track
- One course must come from outside of Biology (BI) and Chemistry (CHEM)

Options for Upper Division electives

BI 314 (Comparative Animal Physiology) *every year

BI 348 (Evolution) *every year

BI 420 (Developmental Biology) *every other year

BI 425 (Molecular Biology) *every year

BI 426 (Genomics) *every other year

BI 456 (Immunology) *every other year

BI 457 (Virology) *every other year

CH 375 (Computational Methods) *every year

CH 421 (Analytical Chemistry) *every year

CH 425 (Instrumental Chemistry) *every year

CH 450 (Bioinformatics) *every other year

CH 452 (Biochemistry II) *every year

CH 453 (Biochemistry III) *every year

HE 325 (Nutrition) *every term

HE 361 (Health Equity, Diversity, and Inclusion) *every year

HE 362 (Community Health) *every term

HE 452 (Analysis of Stress) *nearly every term

*PSY 351 (Behavioral Neuroscience) *every term*

*PSY 370 (Lifespan Development) *every term*

*PSY 457 (Psychopharmacology) *multiple terms a year*

PSY 479 (Abnormal Psychology) *every term

SOAN 335 (Medical Anthropology) *every year

SOAN 338 (Sociology of Health, Illness, and Health Care) *every year

SOAN 350 (Human Evolution) *every other year

SOAN 365 (Epidemiology) *every other year

Italics = courses that require instructor permission to enroll

Proposal for a New Academic Program

This program proposal form is intended to help you navigate the approval process and to provide assistance in gathering evidence to establish alignment, demand, and viability of new programs. SOU carefully considers several factors in the reviews of a new academic program proposals including, but not limited to: alignment with the institutional mission and strategic plan, market and student demand, competition, recruitment and retention factors, the points of the triangle and resource need. All programs under consideration must answer the five questions as outlined in the SOU forward plan. Those five questions are:

- What resources will this new proposal require?
- What are the anticipated fiscal or performance benefits from this initiative?
- What is the time horizon for these expected benefits?
- What metrics and measurements will be used to monitor progress?
- What actions will be taken if the expected milestones are not achieved?

Deadline: October 27th, 2023 ([Why is this deadline so important?](#))

Please complete the following:

School(s): School of Science and Business

Program(s): Chemistry and Biology

Program type (Bachelor, Master, minor, Certificate): Certificate

Degree Designation (BA, BS, BFA, MS, other): Certificate

Program Delivery (traditional/in-person, online, hybrid, other): Traditional

When do you want the program to start: Fall 2024

A. Program Overview

- Provide a brief description of the program.
Pre-Nursing Certificate. The introduction of a new Biomedical Sciences major will include the creation of several new certificates. These certificates can be included as an option in the new major, as additional certificates in other SOU majors, or as stand-alone certificates for post-bac or graduate students.
- Will this program support or be supported by other programs?
Yes, these certificates are partnerships between biology and chemistry with further support from psychology, healthcare administration, exercise science, sociology & anthropology, and math.
- Are there similar majors, certificates, minors, or credentials at SOU? How will this program impact those programs?
Yes, each of the new certificates in the medical sciences are similar.
- What are the learning outcomes for the program.
[Click or tap here to enter text.](#)

B. Alignment with Institutional Mission and Goals:

- How does the proposed program support SOU's mission and strategic plan goals?
This new certificate focuses on a regional and national need to provide workforce development in the allied health professions. Some of the fastest growing careers in 2023 include nurse practitioners, medical and health service managers, and physician assistants. The Rogue Valley has identified the lack of health professionals as one of the primary concerns to economic development and regional stability. In collaboration with our existing degrees in biology, chemistry, nursing, healthcare

management, and health and exercise science, the biomedical science program will prepare students to launch fulfilling careers in the health professions.

C. Points of the Triangle:

a. Describe how this program supports one or more of the points of the triangle (supporting the liberal arts foundation, regional responsiveness, and/or creativity and innovation).

The new biomedical sciences major strongly supports two of the points of the triangle in different ways. Regarding the liberal arts, the major has been designed to incorporate a broad array of upper division electives drawing from many existing programs on campus. When compared to the existing Biology major, students have a much wider array of upper division electives to choose from to complete their degree. There is a broader call across the country for students entering health professions to have a more well-rounded undergraduate experience, and this major is responding to that call by creating more opportunities for upper division non-biology coursework. Regarding regional responsiveness, this major is being created with the knowledge that the Rogue Valley currently has a lack of health professionals. This gap between supply and demand for health care professionals is hindering economic development and regional stability. There are only a handful of institutions in Oregon that currently offer similar programs. Oregon State University offers undergraduate majors in both Biomedical Science and BioHealth Sciences. In addition, OHSU provides pathways to professional graduate degrees and academic graduate degrees in biomedicine. However, no regional institution within the State of Oregon offers a Biomedical major and no similar programs exist in Southern Oregon or Northern California. SOU students pursuing the biomedical science degree are likely candidates for professional and academic graduate programs at OHSU. In addition, they will be prepared for PhD programs in Comparative Health Sciences at Oregon State University and in Biology at the University of Oregon, particularly through the Institute of Molecular Biology.

D. Demand: Working with SOU's Institutional Research (required for new majors, suggested for certificates), please provide answers to the following questions.

- a. What is the current, five, and ten-year employment outlook for students graduating with this degree. Please provide both regional and national data.
See major proposal
- b. Please provide a comparator analysis that establishes a clear need for this program. Include a list of similar programs that exist regionally, statewide, and/or nationally and a summary of how the proposed program would complement similar programs at other institutions. Related to this, if a program would be in direct competition with another program, provide a rationale for why the demand would not be impacted by that program.
See major proposal
- c. Does the program serve a specific population or meet a specific need not captured through the data provided above?
See major proposal
- d. Will this program provide any opportunities to attract and retain students from underserved populations. Are there existing programs or resources that might help recruit these students?
See major proposal

E. Resource needs:

- a. Will new or additional faculty be needed to provide this program? Please explain how you arrived at the answer provided. If additional faculty teaching hours are needed, how will that need be met?
No, all courses are currently offered.
- b. Will new or additional administrative support be needed to provide this program?
Yes, a program lead will be selected for the overall major.
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- d. Will new curriculum be needed to deliver this program?
Yes, see attached
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Chair (printed name)	Signature	Date
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Provost (printed name)	Signature	Date

The application on the next page is for the Higher Education Coordinating Commission. If your program is approved through all of the relevant SOU levels, you will be asked to fill out the form below. There are questions that are redundant and the application below will be submitted separately so feel free to cut and paste from above where ever possible.

Pre-Nursing Certificate (Updated 2/28/24)

Curriculum (~45 Credits)

BIO 231(L): Anatomy and Physiology (4)

BIO 232(L): Anatomy and Physiology (4)

BIO 233(L): Anatomy and Physiology (4)

BI 103 + BI 103L (4) OR BI 211 + BI 211L (5) : Introductory Biology with Genetics component

CH 104 + CH 104L + CH 190: Survey of Chemistry (5)

BI 214: Elementary Microbiology (4)

STAT 243Z: Elementary Statistics (4)

HE 325: Nutrition (3)

PSY 201 OR PSY 202: General Psychology (4)

PSY 370: Lifespan Development (4)

Choose two additional upper division courses totaling at least 5 credits, with advisor approval. One of these two upper division courses must be a 2+ credit course coming from one of the following programs: anthropology, criminal justice, cultural geography, cultural studies, economics, environmental studies, gender or ethnic studies, gerontology, history, international studies, political science, psychology, social justice, and sociology (5).

Commented [1]: By requiring one of the two upper division electives to come from any of the listed programs, we ensure that students will meet the requirement of having at least 6 credits of social science electives (which includes the 4 credits from General Psychology).

New Program Proposal

NOTE: This form should be used for new certificates, 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 Adult Learning

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)?
Little to no impact is anticipated. This certificate is built around a set of courses that are already being offered.

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.

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?
All required courses are already offered regularly, so no new faculty needs are created by this certificate.

 - b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
This is a fully online certificate, current facilities are adequate.

 - 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. This was approved when the concentration began in 2020.

 - 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.

The Certificate in Adult Learning (26 credits)

The Certificate in Adult Learning is offered to students who wish to pursue careers in adult education and professional development for businesses, non-profits, and educational institutions. Courses address adult learning theory, program planning, organization and system approaches, EDIA+ issues in the workplace, and leadership. To complete the certificate, students must achieve a minimum GPA of 3.0 in 26 credits of Adult Learning coursework listed below.

Students with a portfolio demonstrating technical proficiency and professional experience in target areas may apply to receive credit for prior learning, which may be used to substitute some program prerequisites or lower-division course requirements.

Complete the following courses:

ED 535 Program Planning for Adult Learners (5)

ED 595 Models of Professional Ethics and Leadership (4)

ED 591 Applied Pedagogical Strategies for Engaging Adult Learners (4)

ED 560 Diversity in the Workplace (5)

ED 597 Creativity in the Workplace and Higher Education (4)

ED 598 Learning in Organizations (4)

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

4/29/16

MEMORANDUM

TO: Teresa Coker, Education
FROM: Carrie Forbes, University Librarian & Emily Miller-Francisco, Collection Development Librarian
DATE: December 10, 2023
SUBJECT: Resources to support proposed Certificate in Adult Learning

The HECC review and approval processes for new programs and certificates examines the adequacy of resources needed to sustain a quality offering. A statement of the 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).

This Adult Learning program existed as a concentration before it was proposed as a certificate program. A library collections assessment was performed at the time the concentration was proposed in April 2019. There are a few proposed alterations in the current proposal, however, since the new courses are a relatively small percentage of the total required courses and/or are already required for the approved concentration, there should be minimal changes in information resource needs.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN ADULT LEARNING

Hannon Library's holdings of books and journals relating to adult learning are adequate to support a certificate-level program in Adult Learning. Please use these amounts in the HECC Budget Outline Form:

Library/Printed	\$0
Library/Electronic	\$0

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

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

**RESOLUTION
New Bachelor's Degree and Certificate Programs**

Whereas, the Southern Oregon University benefits from a cross-section of high-quality, well-designed curricular programs;

Whereas, the university wishes to offer the following degree and certificate programs:

1. Bachelor of Science, Biomedical Sciences;
2. Bachelor of Science, Ecology and Conservation;
3. Certificate, Biology;
4. Certificate, Biomedical Research;
5. Certificate, Creative Arts;
6. Certificate, Digital Journalism;
7. Certificate, Environmental Horticulture
8. Certificate, Healthcare Economics
9. Certificate, Honors College Civic Leadership and Innovation;
10. Certificate, Horticultural Business;
11. Certificate, Medical and Clinical Laboratory Sciences;
12. Certificate, Outdoor Adventure Leadership;
13. Certificate, Physician's Assistant and Chiropractic;
14. Certificate, Pre-Counseling;
15. Certificate, Pre-Dental and Pre-Optometry;
16. Certificate, Pre-Medical;
17. Certificate, Pre-Nursing; and
18. Graduate Certificate, Adult Learning;

Whereas, these proposed programs leverage existing institutional strengths and create expanded opportunities for undergraduate students;

Whereas, these programs have been approved by the relevant institutional units and committees, and the SOU Faculty Senate; and

Whereas, the Academic and Student Affairs Committee is authorized by the Board of Trustees to approve new programs on behalf of the Board. Now, therefore,

Be it resolved, the Academic and Student Affairs Committee of the Board of Trustees of the Southern Oregon University hereby approves the aforementioned new certificate programs, as provided in the Committee's April 18, 2024 documentation.

AY 2024-25 Tuition and Fees Recommendations

Tuition Rate Setting Process

Statute: ORS 352.103

- Each public university listed in ORS 352.002 (Public universities) shall have an advisory body to advise the president of the university on the president's recommendations to the governing board regarding resident tuition and mandatory enrollment fees for the upcoming academic year.

Tuition Advisory Council (TAC)



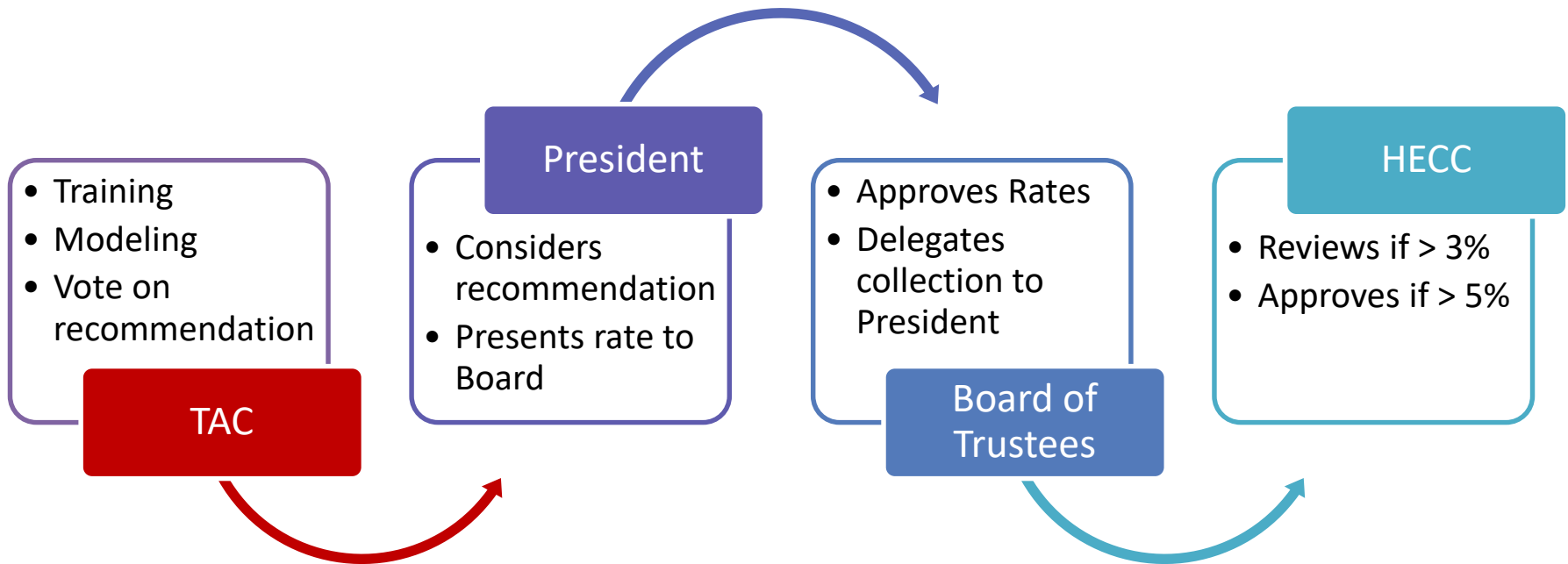
Chaired by University Provost, 8 Additional Members

- 4 Students
 - 2 ASSOU & 2 Historically Underrepresented
- 2 Administrators
- 2 Faculty

Ex-officio – Advising Capacity:

- Executive VP
- VP Finance and Administration
- Director of Budget and Planning
- Others as requested

Process Starts with TAC



1. The University must create a shared governance body that advises the President concerning resident tuition and fees recommendations to be brought before the University's Board of Trustees;
 - A. **SOU chartered the Tuition Advisory Council.**
2. That body must provide a written document describing the role of the advisory council and be composed of at least:
 - a) Two Administrators
 - b) Two Faculty
 - c) Two Students representing Student Government
 - d) Two Students representing historically underserved students
3. The University must provide training on:
 - a) The budget of the university
 - b) The legislative appropriation processes
 - c) Data showing the relationship between tuition and fees to state appropriations
4. The University must provide the council with:
 - a) A plan for managing costs
 - b) A plan for how tuition and fees *could be decreased* if the university receives extra appropriations
5. If the council feels a recommendation greater than 5% annually is necessary, the council must document its consideration of:
 - a) The impact of that increase on students, especially historically underserved students
 - b) The impact of that increase on the mission of the University
 - c) Alternative scenarios involving smaller increases
6. The council must also:
 - a) Provide opportunities for students to actively participate in the process and deliberations
 - b) Provide a written report to the President with recommendations, deliberations and observations about tuition and fees for the upcoming academic year including any sub-reports requested by members of the council or other documentation produced or received by the council
7. The University must ensure that the process is described on the University's website and include downloadable materials such as:
 - a) The council's role and relationship to the Board
 - b) Any documentation, agendas and data considered during deliberations

AY 2024-25 Tuition Recommendation



Undergraduate Tuition Rate per SCH	Current AY 2023-24	Res: 4.99% Non-Res: 3.50%	% Change from Prior AY	Difference Per SCH	Difference Per Term @ 12 SCH	Difference Per AY @ 36 SCH	Annual Tuition Cost
01-WUE SCH	\$323	\$339	4.95%	\$16.00	\$192.00	\$576.00	\$12,204.00
02-UG Resident SCH (incl. EXRES)	\$215	\$226	5.12%	\$11.00	\$132.00	\$396.00	\$8,136.00
02.2-UG JackJo Pledge	\$160	\$168	5.00%	\$8.00	\$96.00	\$288.00	\$6,048.00
03-UG Non Resident SCH	\$629	\$651	3.50%	\$22.00	\$264.00	\$792.00	\$23,436.00
04.1-UG Online SCH RES	\$215	\$226	5.12%	\$11.00	\$132.00	\$396.00	\$8,136.00
04.2-UG Online SCH NON-RES	\$323	\$334	3.41%	\$11.00	\$132.00	\$396.00	\$12,024.00
04.3-UG Online SCH WUE	\$323	\$339	4.95%	\$16.00	\$192.00	\$576.00	\$12,204.00
Graduate Tuition Rate per SCH		Res: 4.99% Non-Res: 3.73%	% Change from Prior AY	Difference Per SCH	Difference Per Term @ 9 SCH	Difference Per AY @ 27 SCH	Annual Tuition Cost
05-GR Resident SCH (incl. EXRES)	\$539	\$566	5.01%	\$27.00	\$243.00	\$729.00	\$15,282.00
06-GR Non Resident SCH	\$643	\$667	3.73%	\$23.98	\$215.86	\$647.57	\$18,009.00
07.0-GR AP MBA Online SCH	\$430	\$430	0.00%	\$0.00	\$0.00	\$0.00	\$11,610.00
07.1-GR Online SCH RES	\$539	\$566	5.01%	\$27.00	\$243.00	\$729.00	\$15,282.00
07.2-GR Online SCH NON-RES	\$539	\$566	5.01%	\$27.00	\$243.00	\$729.00	\$15,282.00
07.3-GR AP MS.Ed Online SCH	\$369	\$369	0.00%	\$0.00	\$0.00	\$0.00	\$9,963.00
08-GR - MEDU SCH	\$462	\$462	0.00%	\$0.00	\$0.00	\$0.00	\$12,474.00
Other Categories Tuition Rate per SCH		4.99%	% Change from Prior AY	Difference Per SCH	Difference Per Term @ 12 SCH	Difference Per AY @ 36 SCH	Annual Tuition Cost
09-Staff	\$64	\$67	4.69%	\$3.00	\$45.00	\$135.00	\$2,412.00
10-Waived Tuition SCH	\$0	\$0	0.00%	\$0.00	\$0.00	\$0.00	\$0.00
11-Course Based Tuition SCH	\$121	\$127	4.96%	\$6.00	\$90.00	\$270.00	\$4,572.00
12-Adv Southern Credit SCH	\$53	\$56	5.66%	\$3.00	\$45.00	\$135.00	\$2,016.00
13-Early Entry Credit SCH	\$198	\$208	5.05%	\$10.00	\$150.00	\$450.00	\$7,488.00

Mandatory Enrollment Fees

Statute: ORS 352.102

- Each public university listed in ORS 352.002 (Public universities) shall have an advisory body to advise the president of the university on the president's recommendations to the governing board regarding resident tuition and mandatory enrollment fees for the upcoming academic year.

Tuition Advisory Council Role

TAC Role for Mandatory Enrollment Fees

- Recommended by TAC to the president
 - These fees are part of the composite Tuition & Fees reviewed by HECC
 - Not to be confused with Mandatory Incidental Fees
- Presented by the president to the board
- Board adopts fee rates for collection (assessment)

Mandatory Enrollment Fees

- **Building Debt-Service & Technology Infrastructure Fees**
 - Recommended by Administration to the President
 - Recommended by the President to the Governing Board
 - Adopted by the Governing Board – included in HECC review/approval

- **Health Center Fee**
 - Recommended by the Director, Student Health and Wellness Center to the President
 - Recommended by the President to the Governing Board
 - Adopted by the Governing Board – included in HECC review/approval

- **Proposed fee schedule as recommended by TAC on April 2nd, 2024**

Mandatory Enrollment Fees	Current	Per AY	Proposed	Per AY	\$ ▲ Per Term	\$ ▲ per AY	% ▲
Student Health Services	\$187.00	\$561.00	\$187.00	\$561.00	\$0.00	\$0.00	0.00%
Building Debt-Service Fee	\$50.00	\$150.00	\$52.00	\$156.00	\$2.00	\$6.00	4.00%
Technology Infrastructure Fee	\$25.00	\$75.00	\$28.00	\$84.00	\$3.00	\$9.00	12.00%
Composite <u>Enrollment</u> Fees:	\$262.00	\$786.00	\$267.00	\$801.00	\$5.00	\$15.00	1.91%

Mandatory Enrollment Fees Transparency

HB 2542 (Effective January 1, 2022): Display of Mandatory Fees

- Requires each public university and community college to prominently display mandatory fees charged. Each institution shall report to the HECC no later than September 1 of each year a description of efforts to display mandatory fees, description of use of mandatory fee, and financial overview.

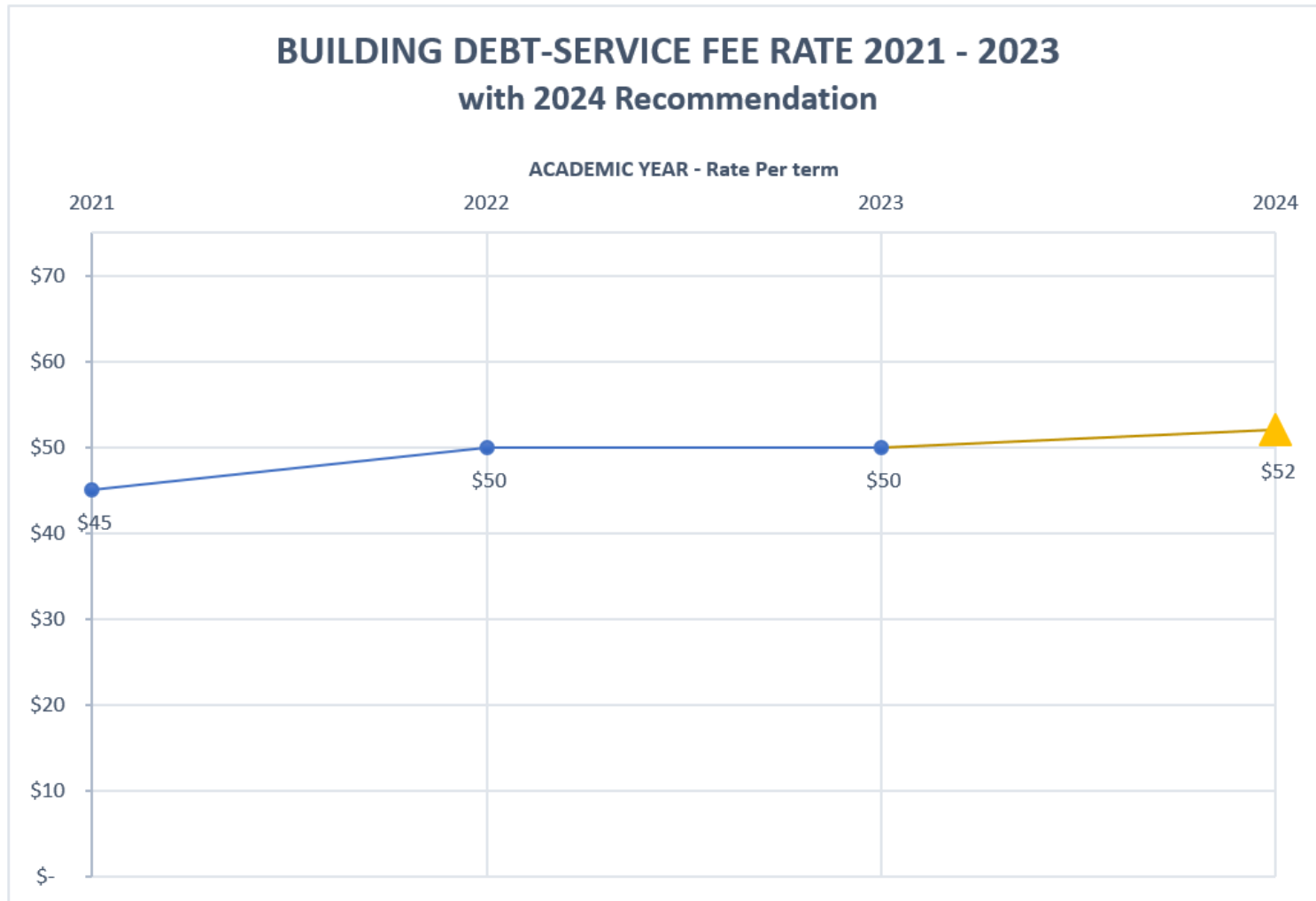
2 Distinct Fees Recommended in 2021

- Building Debt-Service Fee
- Technology Infrastructure Fee

Building Debt-Service Fee

- Principally for payments on bonds of non-instructional buildings that do not have dedicated revenue outside of incidental fee; i.e. Stevenson Union
 - Excluding those that have separate revenue for debt-services
 - Housing, Dining, Student Recreation Center, others
- Debt service collections will not be able to satisfy required payments by 2030
 - Enrollment decline means fewer dollars supporting the reserves

Historical Enrollment Fee Recommendations

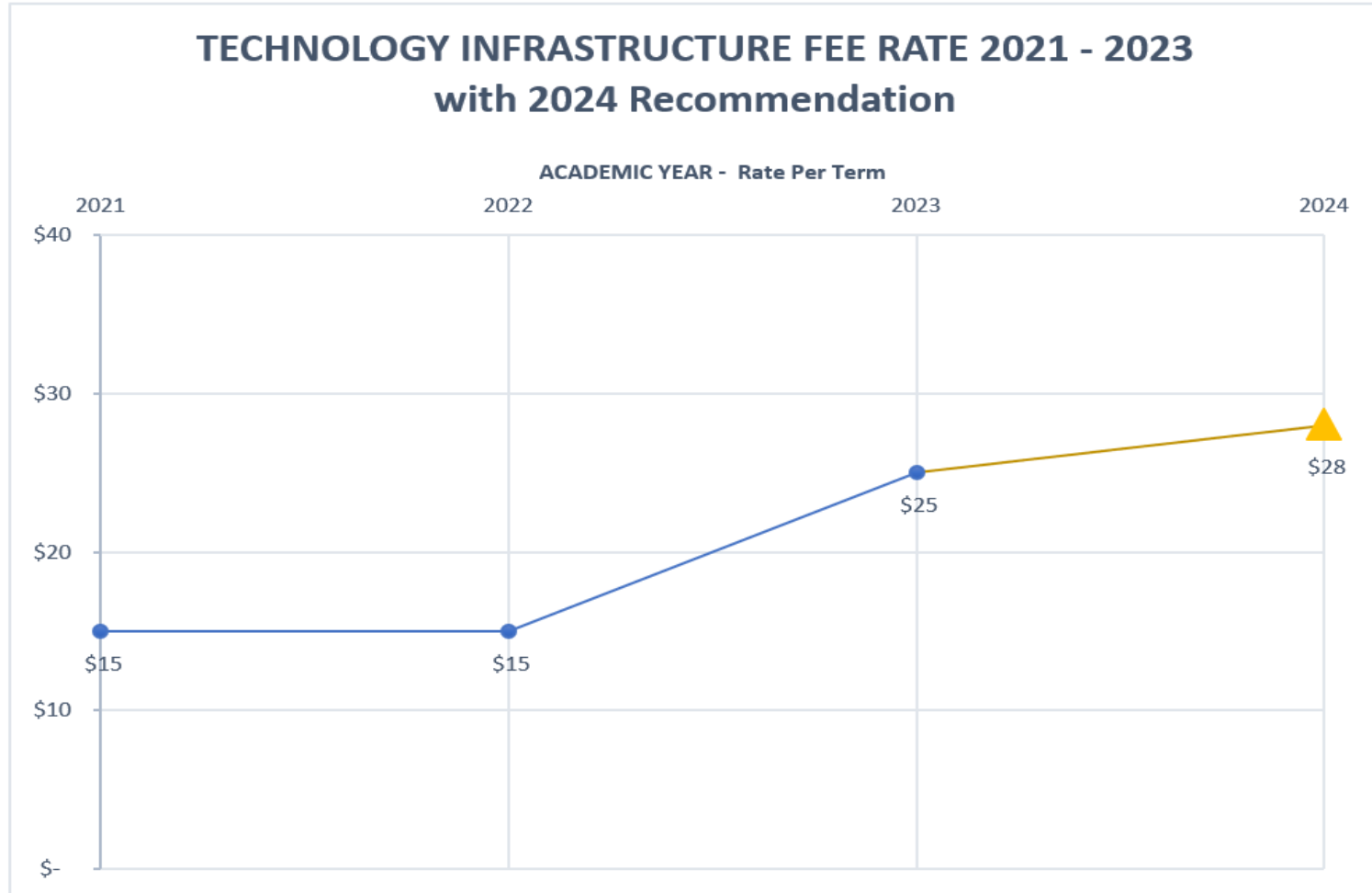


Technology Infrastructure Fee



- The “Tech Fee” is used to generate funds to mitigate financial risk associated with larger IT projects and software for supporting course-delivery and students
 - Modernizing classrooms with newer technology for hybrid delivery
 - Moodle
 - Adobe Suite Student Licenses

Historical Enrollment Fee Recommendations



Health Services Fee

Health Center operations shifting to La Clinica

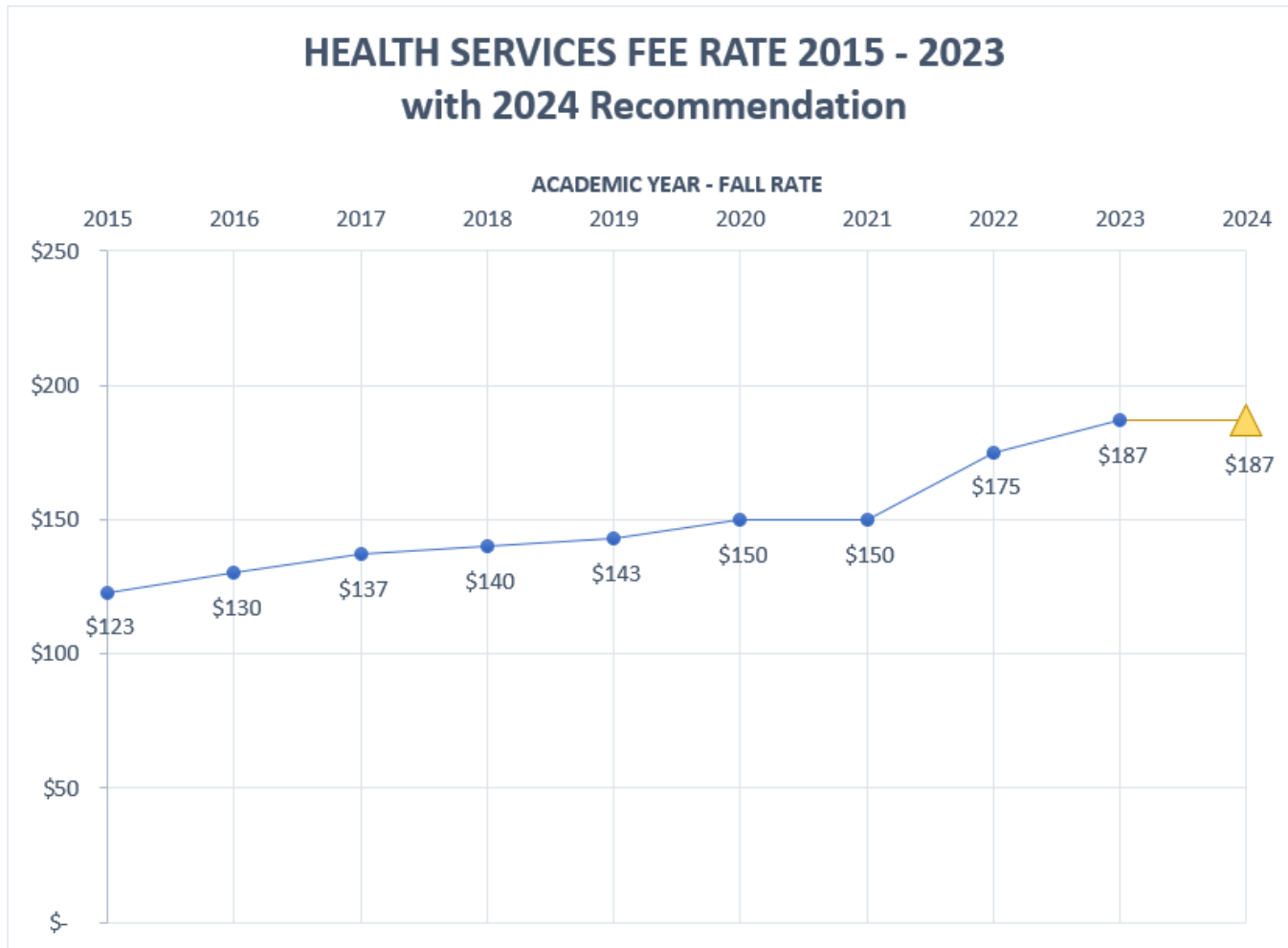
- Service cutover in September 2024
- Clinics available throughout Southern Oregon
- Fee revenue split 88% La Clinica, 22% SOU
- Some SOU expenses will still be managed locally

Recommendation:

Maintain Service Level Expectation: \$187 per term

Collaborate with La Clinica early and often

Historic Enrollment Fee Recommendations



Mandatory Incidental Fees

Statute: ORS 352.105

The board for each public university listed in ORS 352.002 (Public universities) shall collect mandatory incidental fees upon the request of the recognized student government under a process established by the recognized student government of a university in consultation with the board. The process may include a student body referendum conducted under procedures established by the recognized student government. Mandatory incidental fees collected under this section shall be allocated by the recognized student government.

Mandatory Incidental Fees

- **Student Incidental and Green Tag Fees**
 - Recommended by ASSOU to the President
 - Recommended by the President to the Governing Board
 - Adopted by the Governing Board – not included in HECC review/approval

- **Student Recreation Center Fee**
 - Recommended by ASSOU to the President
 - By Student Referendum, the fee can only change once every three years
 - Recommended by the President to the Governing Board
 - Adopted by the Governing Board – not included in HECC review/approval

- **Proposed fee schedule as approved by ASSOU on March 13, 2024**

Mandatory Incidental Fees (Student Fee Process)	Current	Per AY	Proposed	Per AY	\$ ▲ Per Term	\$ ▲ per AY	% ▲
Student Incidental	\$412.00	\$1,236.00	\$430.00	\$1,290.00	\$18.00	\$54.00	4.37%
Green Tag	\$14.00	\$42.00	\$14.00	\$42.00	\$0.00	\$0.00	0.00%
Student Rec Center	\$118.00	\$354.00	\$118.00	\$354.00	\$0.00	\$0.00	0.00%
Composite Incidental Fees:	\$544.00	\$1,632.00	\$562.00	\$1,686.00	\$18.00	\$54.00	3.31%

Academic Year Mandatory Fee Recommendations



Mandatory Incidental and Enrollment Fees

Mandatory Enrollment & Incidental Fees	Current	Per AY	Proposed	Per AY	\$ ▲ Per Term	\$ ▲ per AY	% ▲
Student Incidental Fee	\$412.00	\$1,236.00	\$430.00	\$1,290.00	\$18.00	\$54.00	4.37%
Green Tag Fee	\$14.00	\$42.00	\$14.00	\$42.00	\$0.00	\$0.00	0.00%
Student Rec Center Fee	\$118.00	\$354.00	\$118.00	\$354.00	\$0.00	\$0.00	0.00%
Student Health Services Fee	\$187.00	\$561.00	\$187.00	\$561.00	\$0.00	\$0.00	0.00%
Building Debt-Service Fee	\$50.00	\$150.00	\$52.00	\$156.00	\$2.00	\$6.00	4.00%
Technology Infrastructure Fee	\$25.00	\$75.00	\$28.00	\$84.00	\$3.00	\$9.00	12.00%
Composite Mandatory Fees:	\$806.00	\$2,418.00	\$829.00	\$2,487.00	\$23.00	\$69.00	2.85%
HECC - Mandatory Enrollment Fees:	\$262.00	\$786.00	\$267.00	\$801.00	\$5.00	\$15.00	1.91%

*All figures rounded to nearest whole dollar

One-time Matriculation Fee

- Matriculation fee assessed only once to new undergrads
 - Often deferred until fully enrolled/taking courses
- Designed to reduce other student administrative fees that used to exist:
 - Orientation, scheduling, transcripts, degree applications, re-enrollment, etc.
- Also supports 1st year interest groups and learning

Recommendation 1: \$0.00 increase in AY 2024-25

*Recommendation 2: \$25.00 increase (from \$350 to \$375) in AY 2025-26

*Seeking approval at this time to prepare for AY 2025-26 admissions

Cost of Attendance and Comparator Information

Housing & Dining Rates Update



Housing & Dining Rates Update

- *For informational purposes*

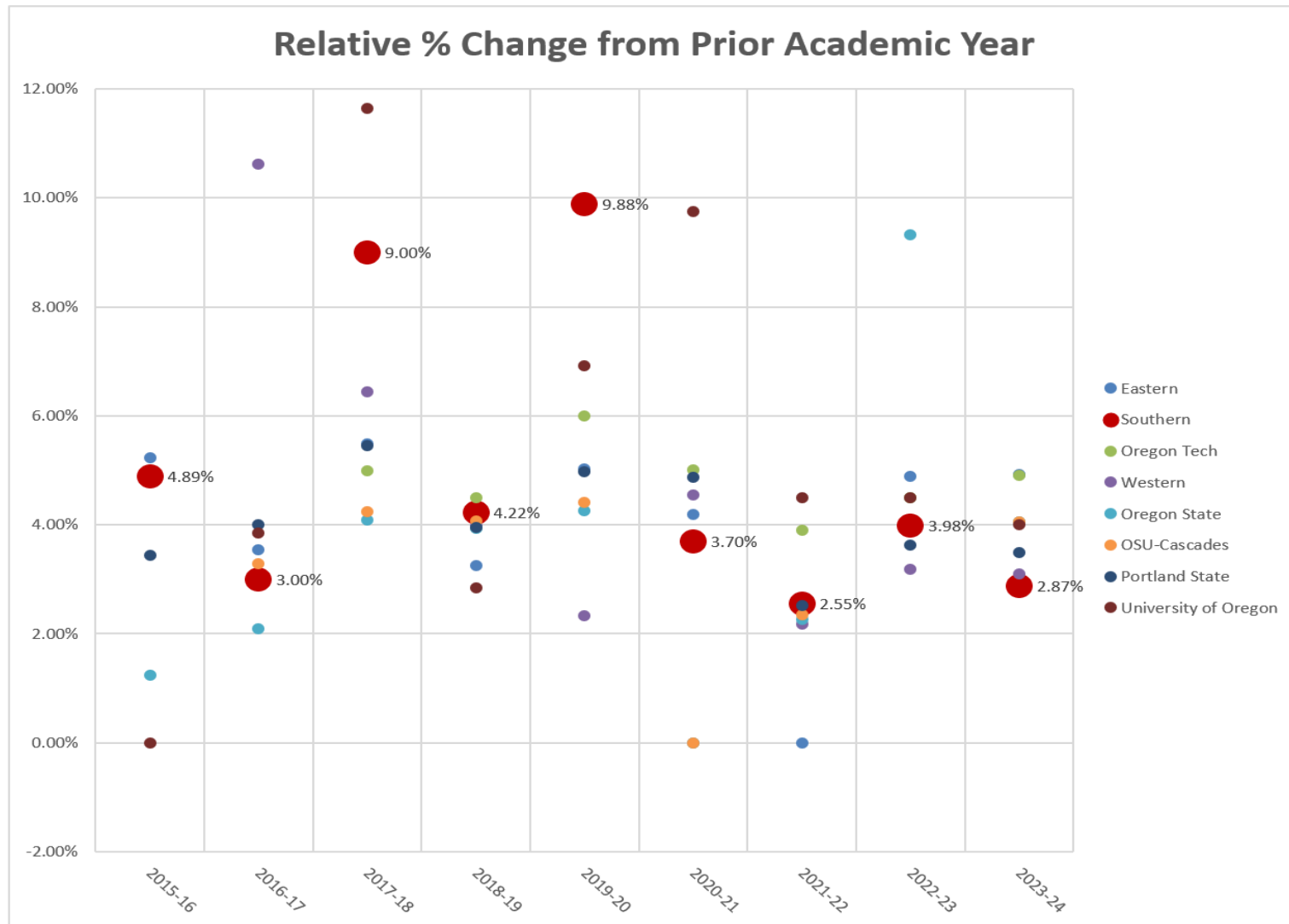


Housing	Current	Curr/AY	New Rate	New/AY	Inc \$/Term	Inc \$/AY	Inc %
Greensprings - Double	\$2,937	\$8,553	\$3,054	\$9,163	\$117	\$610	4.00%
Greensprings - Double-as-Single	\$3,879	\$11,298	\$4,034	\$12,102	\$155	\$804	4.00%
Madrone - Single Apartment	\$4,531	\$13,197	\$4,712	\$14,137	\$181	\$940	4.00%
Shasta - Double	\$3,316	\$9,657	\$3,449	\$10,346	\$133	\$689	4.00%
Shasta - Single	\$4,038	\$11,763	\$4,200	\$12,599	\$162	\$836	4.00%
McLoughlin - Double	\$3,493	\$10,170	\$3,632	\$10,897	\$140	\$727	4.00%
McLoughlin - Single	\$4,336	\$12,636	\$4,510	\$13,529	\$173	\$893	4.00%
McLoughlin - Super Single	\$4,770	\$13,899	\$4,960	\$14,881	\$191	\$982	4.00%
McLoughlin - Studio Single	\$4,866	\$14,181	\$5,060	\$15,181	\$195	\$1,000	4.00%

Meals	Current	Curr/AY	New Rate	New/AY	Inc \$/Term	Inc \$/AY	Inc %
Red Plan	\$2,100	\$6,300	\$2,184	\$6,552	\$84	\$252	4.00%
Black Plan	\$2,100	\$6,300	\$2,184	\$6,552	\$84	\$252	4.00%
S Plan	\$1,775	\$5,325	\$1,846	\$5,538	\$71	\$213	4.00%
O Plan	\$1,775	\$5,325	\$1,846	\$5,538	\$71	\$213	4.00%
U Plan	\$1,775	\$5,325	\$1,846	\$5,538	\$71	\$213	4.00%
Rocky Plan	\$1,400	\$4,200	\$1,456	\$4,368	\$56	\$168	4.00%
Hawk Plan	\$980	\$2,940	\$1,019	\$3,058	\$39	\$118	4.00%
Madrone Plan	\$900	\$2,700	\$936	\$2,808	\$36	\$108	4.00%

*All figures rounded to nearest whole dollar

OPU Tuition Rate Change History



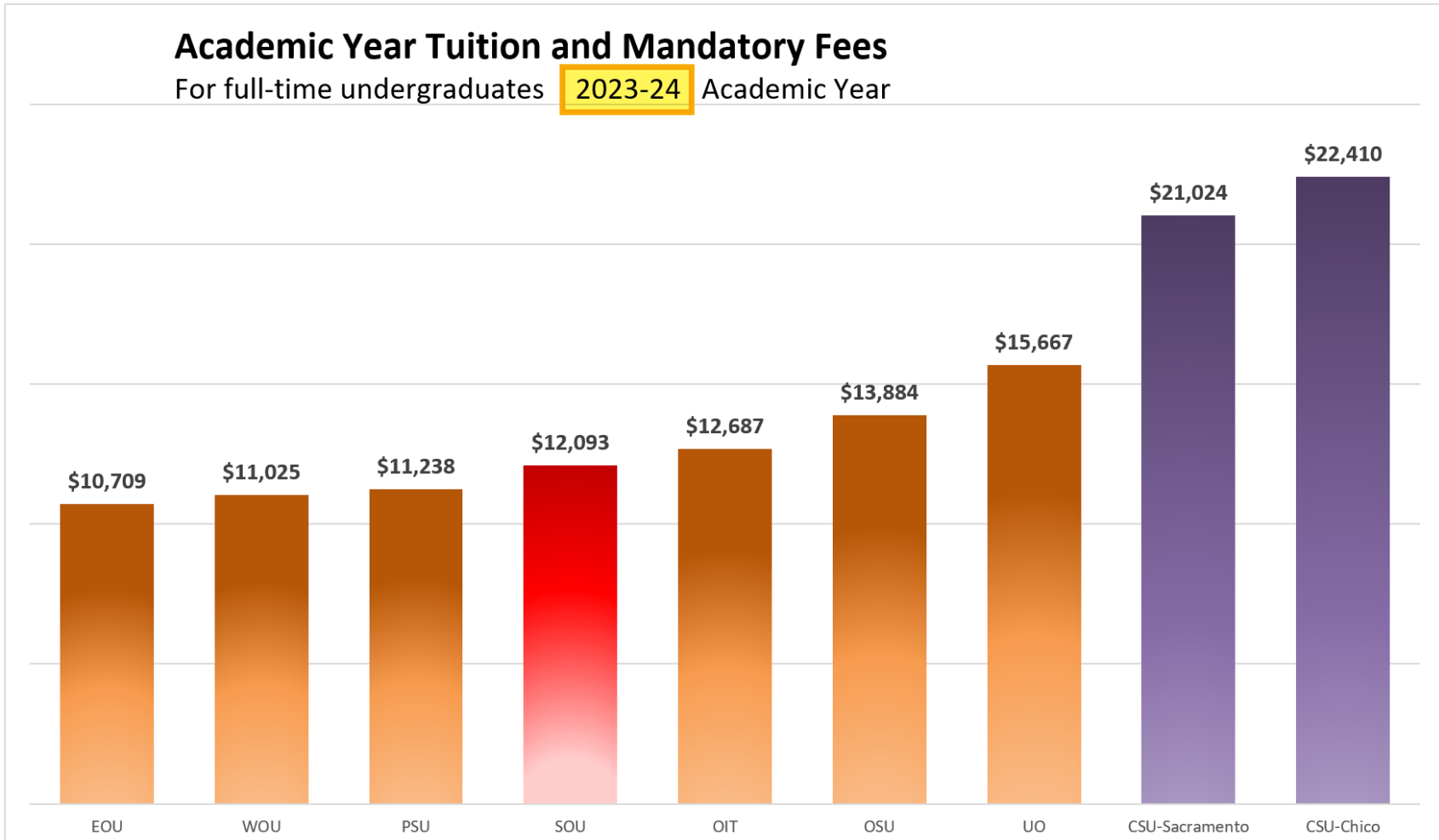
Composite Tuition & Fees Comparison

(Three terms, 15 SCH/term, all mandatory fees)



Academic Year Tuition and Mandatory Fees

For full-time undergraduates **2023-24** Academic Year



Undergraduate Resident Cost of Attendance for AY 2024-25



Tuition	Current per Term	Current Per AY	Proposed per Term @12 SCH	Proposed Per AY	\$ ▲ Per Term / Per Credit	\$ ▲ per AY	% ▲
Resident Undergrad	\$2,580	\$7,740	\$2,712.00	\$8,136.00	\$11.00	\$396.00	5.12%
Mandatory Enrollment & Incidental Fees							
Student Incidental & Green Tag	\$426	\$1,278	\$444.00	\$1,332.00	\$18.00	\$54.00	4.23%
Student Rec Center	\$118	\$354	\$118.00	\$354.00	\$0.00	\$0.00	0.00%
Student Health Services	\$187	\$561	\$187.00	\$561.00	\$0.00	\$0.00	0.00%
Building Debt-Service Fee	\$50	\$150	\$52.00	\$156.00	\$2.00	\$6.00	4.00%
Technology Infrastructure Free	\$25	\$75	\$28.00	\$84.00	\$3.00	\$9.00	12.00%
Composite Fees:	\$806	\$2,418	\$829.00	\$2,487.00	\$23.00	\$69.00	2.85%
Composite Tuition and All Fees:	\$3,386	\$10,158	\$3,541.00	\$10,623.00	\$34.00	\$465.00	4.58%
HECC - Tuition & Mandatory Enrollment Fees:	\$2,842	\$8,526	\$2,979	\$8,937	Academic Year % Change:		4.82%
Housing/Meals							
Shasta Double	\$3,316	\$9,948	\$3,449	\$9,657	\$230	\$0	4.00%
Red Plan	\$2,100	\$6,300	\$2,184	\$6,300	\$50	\$150	4.00%
Composite Housing/Meals Change:	\$5,416	\$16,248	\$5,633	\$16,898	\$280	\$839	4.00%
Cost of Attendance*							
Resident Undergrad	\$8,802	\$26,406	\$9,174	\$27,521	\$314	\$1,304	4.22%

Note: All figures rounded to nearest whole dollar

*Excludes course fees, books, and other special fees or charges required for specific enrollment situations.

Proposed Amendment to Assessment of Mandatory Student Fees

Proposed Enrollment Fee Changes

Incidental Fees

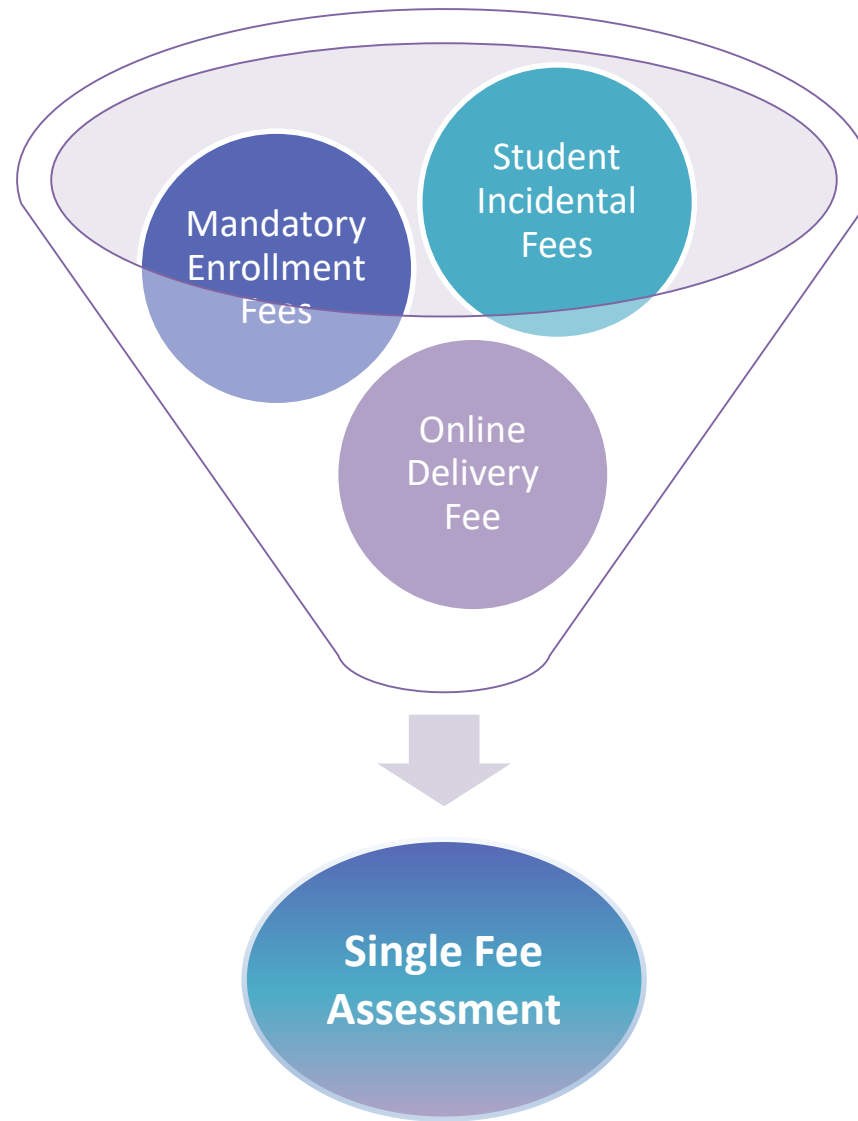
- Student Incidental
- Green Tag
- Rec Center

Enrollment Fees

- Health
- Building
- Technology

Online Delivery Fee (per SCH)

Proposed Fee Assessment



Proposed Single Fee Concept

Goals:

- Fix the fee-related challenges associated with students simultaneously registered for in-person and online courses
- Maintain at-least current revenue levels
- Make low-credit thresholds more affordable
- Increase access to non-traditional students
- Stabilize mandatory fee revenue, maintain fee solvency, provided for greater elasticity
- Improve transparency and simplify billing
- Prepare for Workday Student

Fee Scenarios by Course Modality

SCENARIO (Fees only)	23-24 ACTUAL	23-24 PROPOSED	CHANGE
1 CREDIT FACE TO FACE	\$533	\$105	\$428 SAVINGS
4 CREDITS FACE TO FACE	\$776	\$420	\$356 SAVINGS
8 CREDITS FACE TO FACE	\$791	\$840	\$49 SAVINGS
12 CREDITS FACE TO FACE	\$806	\$840	\$34 INCREASE
16 CREDITS FACE TO FACE	\$806	\$840	\$34 INCREASE
1 CREDIT ONLINE	\$75	\$105	\$30 INCREASE
4 CREDITS ONLINE	\$300	\$420	\$120 INCREASE
8 CREDITS ONLINE	\$600	\$840	\$240 INCREASE
12 CREDITS ONLINE	\$900	\$840	\$60 SAVINGS
16 CREDITS ONLINE	\$1200	\$840	\$360 SAVINGS
4 CREDITS ONLINE + 4 FACE TO FACE	\$1076	\$840	\$236 SAVINGS
8 CREDITS ONLINE + 4 FACE TO FACE	\$1376	\$840	\$536 SAVINGS
12 CREDITS ONLINE + 4 FACE TO FACE	\$1676	\$840	\$836 SAVINGS
8 CREDITS FACE TO FACE + 4 ONLINE	\$1091	\$840	\$251 SAVINGS

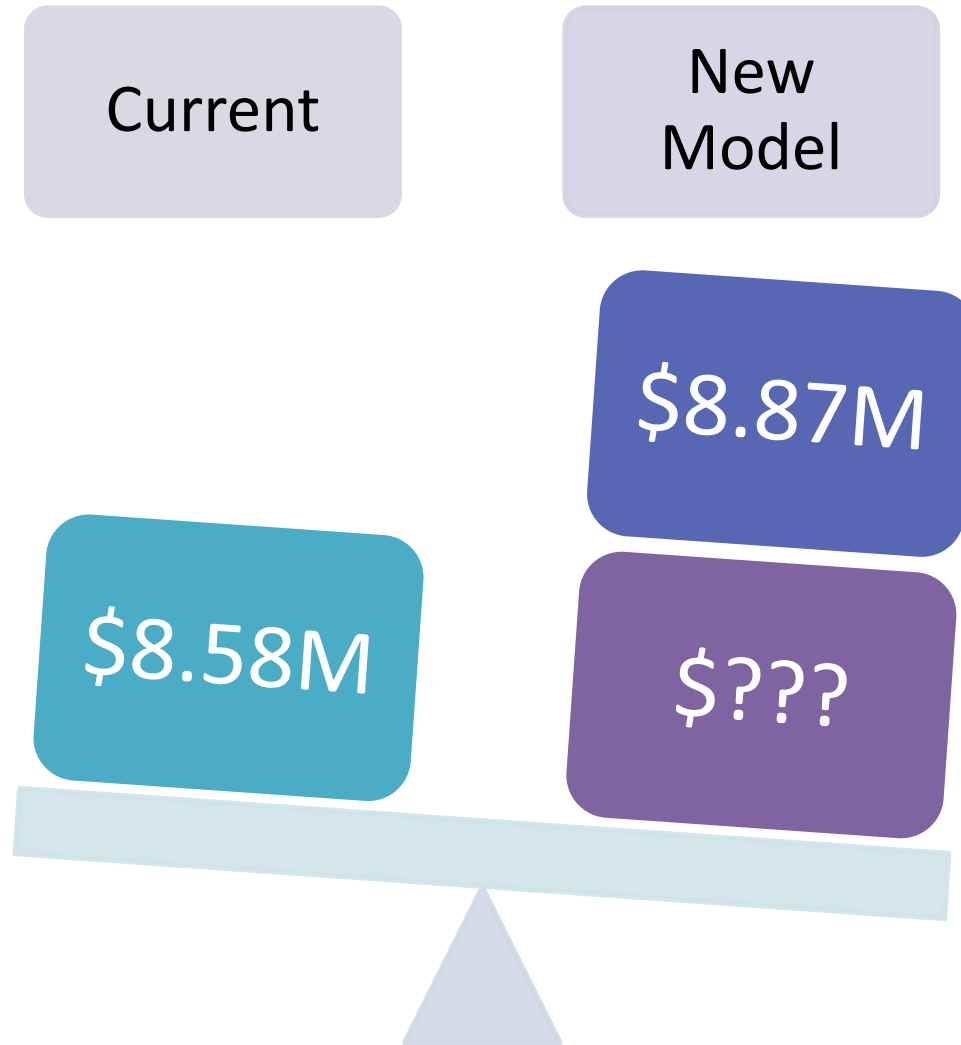


Fee Scenarios by Course Modality



SCENARIO (Fees only)	23-24 ACTUAL	23-24 PROPOSED	CHANGE
8 CREDITS ONLINE + 4 FACE TO FACE	\$1376	\$840	\$536 SAVINGS
8 CREDITS FACE TO FACE + 4 ONLINE	\$1091	\$840	\$251 SAVINGS

Budget Implications



Enrollment Metrics

2030 STRATEGIC ENROLLMENT PLANNING SIMULATION

FALL 24 - FALL 30

	FALL 23 ACTUAL	FALL 24	FALL 25	FALL 26	FALL 27	FALL 28	FALL 29	FALL 30
NEW FR	643	669	695	723	752	782	814	846
NEW TR	313	322	333	343	353	364	374	386
NEW GR	144	145	147	148	150	151	153	154
SUBTOTAL NEW	1100	1137	1175	1214	1255	1297	1341	1386
CONTINUING UG	1749	1773	1800	1827	1855	1885	1916	1949
CONTINUING GR	291	292	294	295	297	298	300	301
RETURNING UG	143	146	149	152	155	158	161	164
RETURNING GR	87	88	89	90	91	91	92	93
SUBTOTAL CONTINUING/RETURNING	2270	2300	2331	2364	2397	2433	2470	2508
ASC	1342	1369	1396	1424	1453	1482	1511	1542
EE	8	8	8	8	8	8	8	8
OLLI	383	394	406	419	448	461	475	489
TRNG	52	55	57	60	63	66	70	73
OTHER NON-DEGREE SEEKING	208	210	212	216	223	230	236	244
SUBTOTAL NON-DEGREE SEEKING	1993	2036	2080	2127	2195	2247	2301	2356
TOTAL HEADCOUNT	5363	5472	5586	5705	5847	5977	6111	6250
TOTAL FTE	3297	3338	3413	3492	3584	3670	3758	3850

LEVERS

	FALL 24	FALL 25	FALL 26	FALL 27	FALL 28	FALL 29	FALL 30
NEW FR ANNUAL GROWTH	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%
NEW TR ANNUAL GROWTH	3.0%	3.2%	3.0%	3.0%	3.0%	3.0%	3.0%
NEW GR ANNUAL GROWTH	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%
RETURNING UG ANNUAL GROWTH	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
RETURNING GR ANNUAL GROWTH	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%
ASC ANNUAL GROWTH	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
EE ANNUAL GROWTH	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
OLLI ANNUAL GROWTH	3.0%	3.0%	3.0%	7.0%	3.0%	3.0%	3.0%
TRNG ANNUAL GROWTH	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%
OTHER NON-DEGREE ANNUAL GROWTH	1.0%	1.0%	2.0%	3.0%	3.0%	3.0%	3.0%
FYFT RETENTION RATE	66.0%	67.0%	69.0%	70.0%	71.0%	72.0%	73.0%
HEADCOUNT:FTE	61.0%	61.1%	61.2%	61.3%	61.4%	61.5%	61.60%

NOTES & KEY

PROJECTIONS AREA WILL AUTO-CALCULATE ALL FIELDS BASED ON CHANGES TO LEVERS SECTION

CONTINUING STUDENTS PROJECTION PREDICATED ON PRIOR YEAR CONTINUING STUDENTS ADJUSTED FOR NEW STUDENT VOLUME & RETENTION

FALL 23 DATA IS AT END OF TERM

FR = FRESHMEN, TR = TRANSFER, GR = GRADUATE STUDENT, CONTINUING = CONTINUING FROM PRIOR TERM, RETURNING = RETURNING FROM AT LEAST 1 TERM GAP

ASC = ADVANCED SOUTHERN CREDIT, EE = EARLY ENTRY, OLLI = OSHER LIFELONG LEARNING CREDIT COURSEWORK, TRNG = STAFF TRAINING/DEVEL. CREDIT COURSEWORK

Student Health and Wellness Center Updates



**STUDENT HEALTH
& WELLNESS CENTER**

SOUTHERN OREGON UNIVERSITY

Dr. Carrie Vath
April 18, 2024

Student Experience

SAME



Student Fee won't change for AY 24.25
(\$187.00 per term)



Hours of operation (M-F 8 am-5 pm)
24/7 Telus

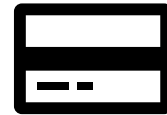


Staff (medical and mental health)



All students, regardless of insurance
will be eligible to access services

DIFFERENCES



Charges are to student or health insurance
(not applied to SOU bill)



Appointment Scheduling: in-person or over the
phone
(no online scheduling option)



Registration paperwork will be hardcopy and
Need to show an insurance card
(no longer digital)

Communication to Students (Present)

- ASSOU: Shared at Senate meetings in Fall and Winter
- Shared updates at Super Cabinet (includes an ASSOU Rep)
- All Campus Communication
- Shared at recent Preview Day (4/5/2024) for incoming students and their families

Communication to Students (forthcoming)

- Need to work with La Clinica on a communication campaign to dispel misunderstandings
- Revise the website and publications to reflect new partnership

Student Affairs Strategic Planning Priorities

Student Affairs Strategic Planning



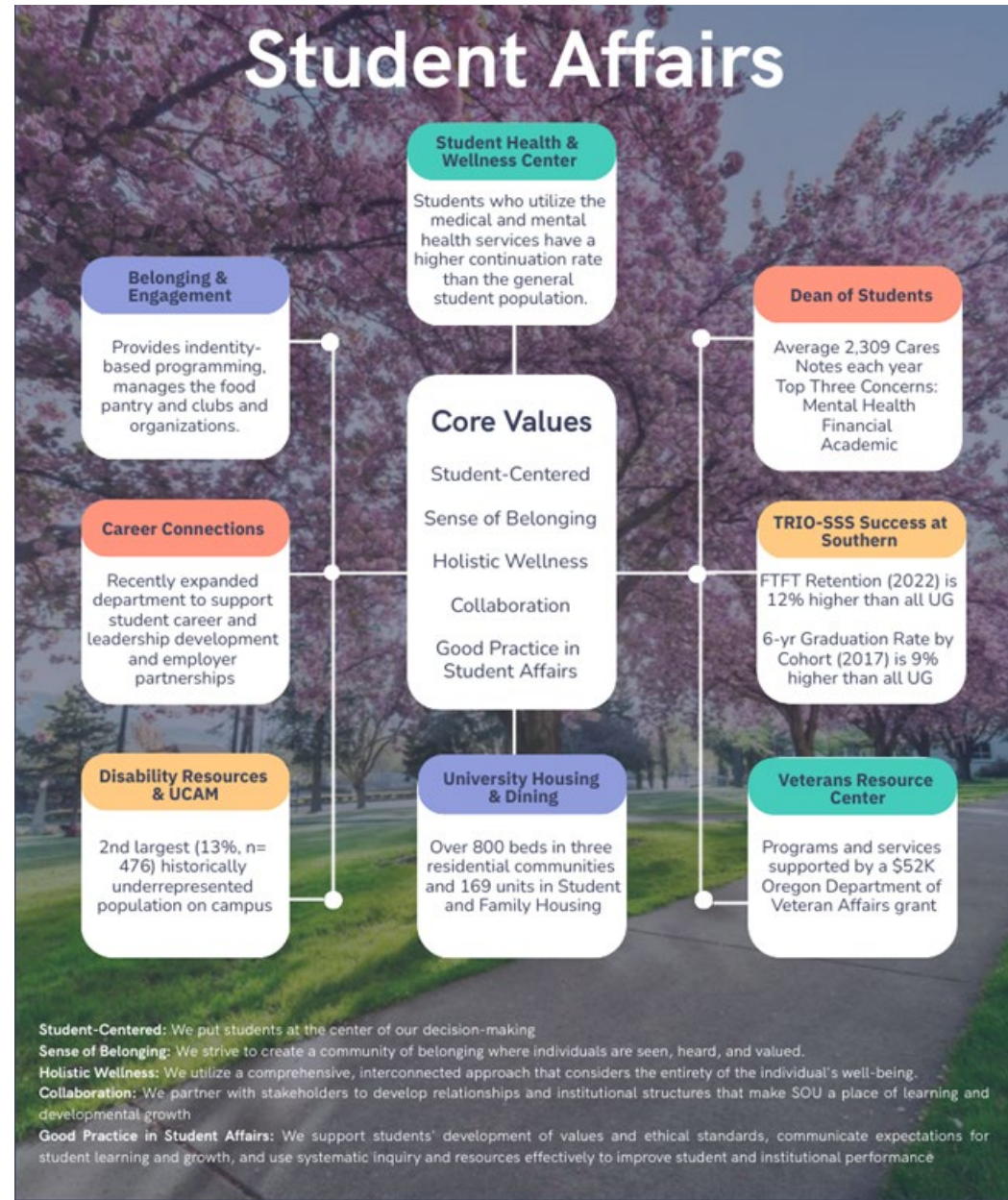
Dr. Carrie Vath
April 18, 2024

Historical Context



Process

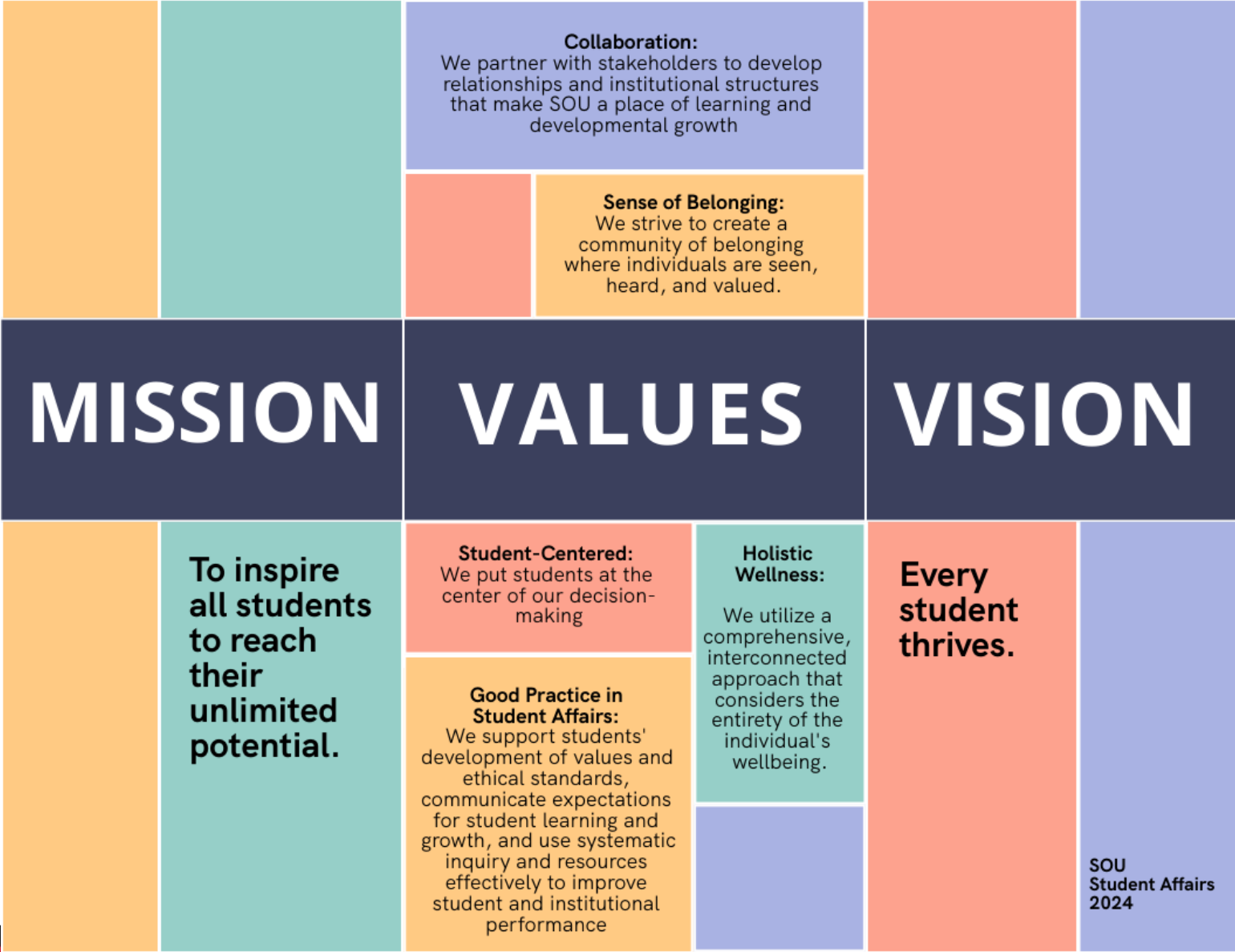
Who are we?



What do we have in common?

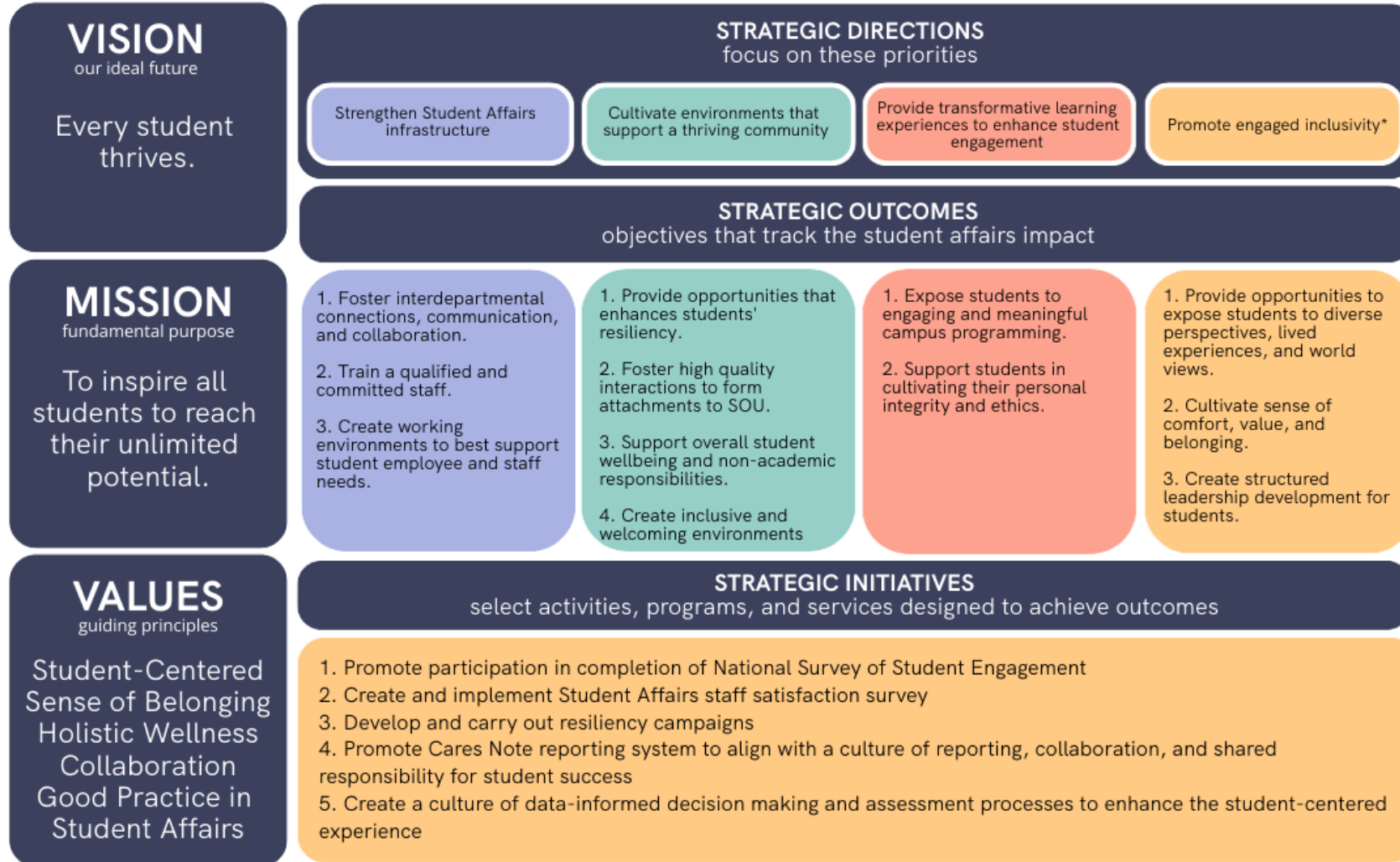
Office of Dean of Students Staff = 6.5 SU 321	<ul style="list-style-type: none">• Care Coordination & Support• Ethical Development & Education• Student Advocacy• Crisis & Risk Management	Student Health & Wellness Center Staff = 12 Indiana St.	<ul style="list-style-type: none">• Medical Care• Mental Health Care• Preventative Services• Campus-wide Health Promotion
Stevenson Union Staff = 2.5 SU 312	<ul style="list-style-type: none">• Engaging Spaces for Students• Event Spaces for SOU & Community• Leadership Development	Disability Resources Staff = 6 SU 134	<ul style="list-style-type: none">• Ensure compliance with ADA• University Accommodation• Student Support• Education & Engagement
University Coaching & Academic Mentoring Staff = 5 SU 134	<ul style="list-style-type: none">• Fee-for-Service Support Program• Weekly Individualized Coaching Sessions• Cohort Community Building	Belonging & Engagement Staff = 4.5 SU 306 & 312	<ul style="list-style-type: none">• Student Support & Advocacy• Education & Community Building• Leadership Development• Food Pantry
University Housing Staff = 12 Green Springs Admin. Office	<ul style="list-style-type: none">• Community Building• Respectful & Enjoyable Housing & Dining Experience• Crisis & Risk Management• Leadership Development	Career Connections Staff = 2 SU 310	<ul style="list-style-type: none">• Leadership Programs• Career Fairs• Employer Relations• Career Exploration & Preparation• Career Outcomes
TRIO-SSS Success at Southern Staff = 4 SU 322	<ul style="list-style-type: none">• Student Support & Advising• Tutoring• Community Building	Veteran Resource Center Staff = 1 SU 301	<ul style="list-style-type: none">• Certification & Benefits Navigation• Community Building• Training for Faculty & Staff

What is our vision, mission, and values?



What do we want to do? How do we want to do it? and How will we know when we have done it? Southern Oregon University Student Affairs Strategic Plan

as of March 1, 2024



*Engaged inclusivity = "transforms the dialogue on inclusion from general acceptance and tolerance of differences to active institutional transformation based on the belief that the richness of our culture is because of our diversity and a recognition of our common humanity." (From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education, by Tia Brown McNair, 2020)

Strengthen Student Affairs infrastructure

Objective 1: Foster interdepartmental connections, communication, and collaboration

Performance Criteria: Student Affairs will hold a monthly all-team meeting
Assessment Method: Meeting Agendas

Objective 2: Train a qualified and committed staff

Performance Criteria: 100% of professional staff will engage in a minimum of 3 professional development experiences annually
Assessment Method: Departmental data

Objective 3: Create working environments to best support student employee and staff needs.

Performance Criteria: A minimum of 80% of student employees and 80% of professional staff will rate their working environment as supportive and meeting their individual needs

Assessment Method: Annual student and staff employee satisfaction survey

Cultivate environments that support a thriving community

Objective 1: Provide opportunities that enhance students resiliency

Performance Criteria: 1+ times per term provide campaign (socials, passive, or active programming) focused on building resiliency
Assessment Method: Departmental data

Objective 2: Foster high quality interactions to form attachments

Performance Criteria: Quality of interactions will demonstrate we are at our Carnegie level and at or above the previous year's % of satisfaction

Assessment Method: NSSE data (Q 13D under Campus Environment)

Objective 3: Support overall student wellbeing and non-academic responsibilities

Performance Criteria: Quality of interactions will demonstrate we are at our Carnegie level and at or above the previous year's % of satisfaction

Assessment Method: NSSE (Q 14F and 14G under Frequencies and Statistical Comparisons report)

Objective 4: Create inclusive and welcoming environments

Performance Criteria: Quality of interactions will demonstrate we are at or above the previous year's % of satisfaction

Assessment Method: Univ. Housing satisfaction survey (Diverse Interactions Q093-95, Q105, OQ1)

Provide transformative learning experiences to enhance student engagement

Objective 1: Expose students to engaging and meaningful campus programming

Performance Criteria: Quality of interactions would demonstrate we are at our Carnegie level and at or above the previous year's % of satisfaction

Assessment Method: NSSE (Q 14H and 14I under Frequencies and Statistical Comparisons report)

Objective 2: Support students in cultivating their personal integrity and ethics

Performance Criteria: Recidivism rates are at or below the previous academic year's levels; at or below our Carnegie level

Assessment Method: Review analytics from Conduct records in Maxient, NSSE (Q 18G and 18I under Frequencies and Statistical Comparisons report)

Promote engaged inclusivity

Objective 1: Provide opportunities to expose students to diverse perspectives, lived experiences, and world views

Performance Criteria: Quality of interactions would demonstrate we are at our Carnegie level and at or above the previous year's % of satisfaction

Assessment Method: NSSE (Q8, A-F in Frequencies and Statistical Comparisons report)

Objective 2: Cultivate sense of comfort, value, and belonging

Performance Criteria: Quality of interactions will demonstrate we are at our Carnegie level and at or above the previous year's % of satisfaction and at or above previous year's Univ. Housing satisfaction survey

Assessment Method: NSSE (Q 15, A-C in Frequencies and Statistical Comparisons report) and Univ. Housing Satisfaction Survey (Q088, Q091, Q092)

Objective 3: Create structured leadership development for students

Performance Criteria: Retention and/or persistence of student leaders will be higher than non-student leaders; performance will be the same or better than the previous academic year

Assessment Method: Inducted membership to NSLS, student clubs and organizations, NSSE (Q 11B in Frequencies and Statistical Comparisons report), departmental logs

Early Outcomes

Strengthen Student Affairs
Infrastructure

1. Foster interdepartmental
connections, communication,
and collaboration.

2. Train a qualified and
committed staff.

3. Create working
environments to best support
student employee and staff
needs.

STRATEGIC INITIATIVES

select activities, programs, and services designed to achieve outcomes

1. Promote participation in completion of National Survey of Student Engagement
2. Create and implement Student Affairs staff satisfaction survey

- Completed a student and professional staff satisfaction survey (overall response rate was 53%)
 - 88% of respondents are satisfied and 95% would recommend their department as a good place to work
 - 78% of student employees and 62% of pro. Staff feel that morale is high
 - 85% of student employees and 59% of Pro. Staff think workload is reasonable
 - 90% think their department leader does a good job and 87% feel their leader promotes teamwork
- Presentation of results shared with Professional staff (4/2). Supervisors were told to share results with student employees (4/3)
- SA Leadership team met 4/8 to discuss work schedules, professional development, and on-boarding

Early Outcomes

The **best thing** about working in my department



Work-life balance is supported



Interactions/connections with students



Supportive team members



Autonomy & Trust

What could make it better?



Professional Development



Salaries/Wages



Clearer Work Schedules



Onboarding Protocols

- Presentation of results shared with Professional staff (4/2). Supervisors were told to share results with student employees (4/3)
- The SA Leadership team met on 4/8 to discuss work schedules, professional development, and onboarding

Next Steps

- Team members will be able to recite/memorize the Vision, Mission, and Values
- Team members will consider the values and ask: is my department, process, program, event, etc. reflecting these values? If not, why not and what steps can you take or what barriers must be overcome?
- Team members will be willing to share concerns with other areas and be willing to hear and reflect on those concerns/constructive criticisms.
- Teams will help hold one another accountable.
- We are creating a division ethos (“the characteristic spirit of a culture, era, or community as manifested in its beliefs and aspirations”). It’s going to be great.

FAFSA Impacts and Planning

FAFSA Update

SOU Board of Trustees

Academic & Student Affairs Committee

April 18th, 2024

Dr. Matt Stillman, AVP for Enrol. Mgmt. & University Registrar



Overview

Department of Education (DOE) has made significant changes to the FAFSA

Several technical & procedural hiccups with DOE's implementation, multiple timing setbacks, calculation errors, etc. (see appendix for details)

Additional substantive issues at the state level as well

Update on how SOU has approached the situation, where we're at in the process, and potential ramifications/benefits



SOU's
Proactive
Approach

Communication, communication, and more communication to both current and prospective students, and SOU stakeholders

FAFSA workshops and individual FAFSA assistance


Provided prospective students with a net price calculator tool

Strong collaboration between Financial Aid, Admissions, IT, and Marketing

Lots of proactive technical work

External help is coming

Adjusted multiple deadlines



Where are
we at /
heading?

Substantive (free!) help from NAFSAA is on the way

Packaging has begun (April 1st) – students are being notified immediately upon packaging & directly tied communication with Admissions for prospective students

Data as of April 8th:

We're completely caught up on FAFSA processing!

1789 processed successfully

655 rejected (mostly missing signatures & missing required info.)

Following up with rejected FAFSAs – waiting for DOE in order to correct

Only merits, loans, Pell, Work Study, and SEOG can be packaged at this phase

Oregon Opportunity Grant (OOG) and other state aid is still TBD – we'll update packages as soon as possible

Need-based SOU scholarships for new students will roll once OOG is resolved

SOSA deadline April 15th -goal was to be caught up by then, which we've exceeded

Target is for Foundation scholarship awards to go out May 1st



Potential Benefits & Concerns

Potential Benefits:

FAFSA is much simpler now – that will benefit us long-term

PELL eligibility has increased – we'll have many more PELL-eligible students now

SOU is ahead of many competitors in terms of technical preparation & proactivity

Potential Concerns:

On a national level, we'll likely see a negative “blip” with enrollments next year

More students will delay decision-making and possibly take a gap year

Have we seen the end of the technical issues from DOE?

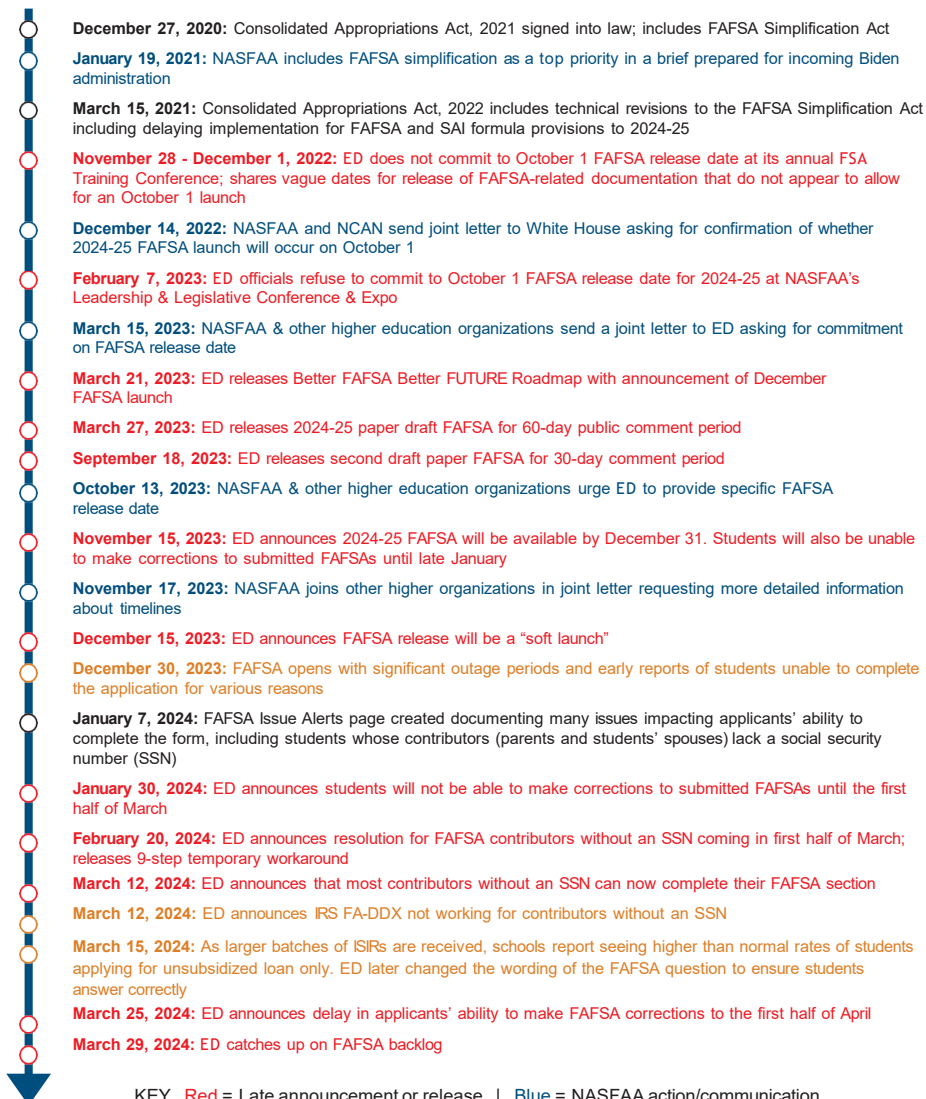
PELL eligibility increased, but award amounts have not

State-level aid is a major ongoing concern



FAFSA Key Dates

In a normal processing year, the FAFSA is released on October 1. Students complete the FAFSA, the FAFSA is processed, and ISIRs are generated within 3-5 business days and sent to institutions. Applicants and institutions are typically able to make corrections to the FAFSA immediately after it is processed. Below is a timeline of the 2024-25 cycle.



KEY Red = Late announcement or release | Blue = NASFAA action/communication
Orange = Department of Education error



SAI Formula/Student Eligibility Determination Key Dates

Formerly known as the EFC, the formula that determines a student's aid eligibility is typically updated annually and finalized prior to the release of the FAFSA on October 1. In a normal processing year, ISIRs contain accurate SAIs upon which financial aid administrators can make financial aid offers to students. Below is a timeline of the 2024-25 cycle.

- December 27, 2020:** Consolidated Appropriations Act, 2021 signed into law; includes FAFSA Simplification Act
- March 15, 2021:** Consolidated Appropriations Act, 2022 includes technical revisions to FAFSA Simplification Act including delaying implementation for FAFSA and SAI formula provisions to 2024-25
- November 21, 2022:** ED publishes 2024-25 Draft Student Aid Index (SAI) and Pell Grant Eligibility Guide; tables reflect original figures from FAFSA Simplification Act
- May 19, 2023:** ED releases first update of Draft Student Aid Index (SAI) and Pell Grant Eligibility Guide; tables still reflect original figures from FAFSA Simplification Act
- August 25, 2023:** ED issues second update to Draft Student Aid Index (SAI) and Pell Grant Eligibility Guide; tables still reflect original figures from FAFSA Simplification Act
- September 13, 2023:** A participant asks ED in a FAFSA webinar whether tables in the SAI formula will be updated for inflation; ED indicates no plans to do so for 2024-25 but will update in 2025-26
- September 21, 2023:** ED releases FSA Estimator
- September 25, 2023:** FSA Estimator taken down due to inaccurate SAI/Pell information being generated
- October 16, 2023:** NASFAA requests that ED update SAI formula tables for inflation
- January 23, 2024:** White House announces SAI formula tables will be updated; no details on when tables will be updated or whether it will impact ISIR delivery promised for late January
- January 30, 2024:** Final SAI Guide with formula tables updated for inflation published
- February 27, 2024:** ED announces it is making a significant change to the SAI formula to permit the Student Contribution from Income (SCI) to be as low as -\$11,130 vs. -\$1,500 from earlier versions of the SAI formula
- February 28, 2024:** ED is alerted to an issue with SAIs being incorrectly calculated due to dependent student assets being ignored
- March 1, 2024:** President Biden signs continuing resolution legislation, amending the FAFSA Simplification Act to place a -\$1500 floor on the SCI for 2024-25 and \$0 floor for 2025-26 and beyond to address earlier ED error
- March 12, 2024:** ED announces error in estimated SAIs provided to students from households with 2 income earners where one income is < \$60K causing assets not to be considered in the SAI
- March 21, 2024:** ED notified by a financial aid administrator that the IRS FA-DDX appears to be transferring the wrong line item from the tax return for US taxes paid, using a higher figure that includes self-employment tax (meaning SAIs are appearing to be lower than they should be)
- March 22, 2024:** ED announces error in SAIs being delivered to schools on ISIRs where student assets were not being counted toward the student contribution in the SAI, requiring reprocessing
- March 22, 2024:** ED notified by an FAA that IRS FA-DDX appears to be transferring incorrect figures for education credits
- March 29, 2024:** ED announces it is aware of reports concerning tax data provided on the Institutional Student Information Records (ISIRs) for 2024-25 FAFSA applications
- March 30, 2024:** ED updates March 29 Electronic Announcement regarding potential incorrect FTI data transferred from ED. Confirms <20% of applications are impacted. Confirms issues of "some fields are a mix of updated and original returns", education credit data inaccurate, manual entry tax paid and education credits wrong due to discrepancies in the instructions
- April 1, 2024:** ED provides follow-up on three separate incorrect tax data issues. Shares that it will only reprocess records if reprocessing would result in a lower SAI but that institutions can use PJ to use existing (incorrect) data or request reprocessing but that ED will assume schools will use incorrect data to make financial aid decisions

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Future Meetings

Adjournment