

New Program Proposal

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

New Program name: Certificate in Holistic Education

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

Division: Division of Health, Education & Leadership

Program: Education

What is the rationale/justification for this program?

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

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

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

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

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

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

What are the objectives of the proposed program?

The proposed certificate in holistic education will prepare students to:

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

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

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

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

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

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

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

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

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

Is there evidence of student demand for this program?

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

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

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

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

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

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

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

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

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

Impact statement:

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

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

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

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

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

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

Program Resource evaluation:

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

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

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

N/A

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

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

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

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

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

Strand 1: Core Courses (12-15 credits)

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

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

Strand 3: Field Based (3-9 credits)

ED 409/509 Practicum (3-9 credits)

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

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

Dr. Brook Colley

Chair, Native American Studies

Personal visit: October 17, 2019

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

Dr. Rachel Jochem

Chair, Psychology

Office visit: October 17, 2019

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

October 18, 2019

From: Brook Colley <colleyb@sou.edu>

To: William Greene

Re: Holistic conference and certificate info

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

B

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

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

B

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

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

B

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

Hi Brook,

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

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

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

With gratitude, William

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Brook Colley, Ph.D.

Chair and Associate Professor of Native American Studies

Pronouns: She/Her/Hers

Southern Oregon University



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

Dear William,

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

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

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

Best,  
Paul

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