

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** UGS 100
2. **Course title:** Bridge Pre-Fall Experience
3. **Abbreviated title for class schedule** (30 characters or less):
4. **Credit hours:** 1
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** Students in the incoming Bridge cohort attend an intensive series of faculty and mentor-led workshops and cohort bonding activities before the general population arrives on campus. This course is designed to prepare Bridge students for starting the academic year. An overview of campus resources, reinforcing various skills needed for college success, and cohort building are the focus . Students must be accepted in the Bridge program to take this course.
6. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)

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):** None

A. (course prefix, (space) and number) or or or or
8. **Major/Class restrictions:** Please indicate any class or major restrictions: None
9. **Is course repeatable?** No X
10. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:
11. **Fees:** List any course fees: None
12. **Grade Mode:** Graded only: X Pass/No Pass only: Option:
13. **CIP Code:** Six-digit CIP code (check with your Division Director): 240199

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

Southern Oregon University's Bridge Program is a first-year experience that helps promising students transition to college successfully by supporting their social, emotional, and academic strengths. The program is open to graduating Oregon high school students and welcomes underrepresented students.

The Bridge Program provides the following benefits, at no additional cost to participating students:

Bridge Orientation, a four-day, residential experience that supports students' transition to college life.

- Increased financial support during the first year
- Enhanced academic advising, career counseling, and access to on-campus jobs
- Campus connections to key resources, faculty, and services
- Academic workshops in study skills, time management, and student success
- Supportive year-long peer mentoring
- Leadership development and social networking opportunities
- Access to cultural events, civic engagement projects, and social activities
- Up to seven tuition-free credits through first-year Bridge courses

Students nominated and accepted into the Bridge Program will begin their transition to Southern Oregon University during Bridge Orientation in late September. Bridge Orientation is a four-day residential experience that begins just prior to the start of the Fall Term; it includes on-campus housing and meals and is provided free of charge to Bridge students.

Bridge Orientation includes academic workshops, financial aid workshops, academic advising, community engagement activities, and other fun activities that provide students for college success. Bridge Seminar courses, mentoring, and activities throughout the year build on this initial orientation, connecting students to people, program, resources, and opportunities that develop their strengths and contribute to their academic success, community engagement, and leadership skills.

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 and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course?

This course is the first in a series that is intended to help high-risk students to gain the skills and confidence that they need for college success. This course begins before fall term so that students can familiarize themselves with both the campus, faculty, and their cohort.

B. **Alignment:**

1. How does this course align with the unit's mission plan?

Undergraduate studies aims to support all learners and prepare them with the skills for success in college and beyond. The students that are accepted into the Bridge program are academically underrepresented and usually first-generation and low-income students. The Bridge pre-fall supports UGS mission plan by giving additional support and skills training to some of the most vulnerable students.

Below is a breakdown of how the Bridge pre-fall also upholds some of SOU's key strategic directions:

“Strategic Direction I: SOU will transform its [pedagogy](#) and curriculum (how and what it teaches) to enhance the success of its learners and graduates.

Goal One: SOU will develop curriculum and provide learning experiences that prepare all learners for life and work in an evolving future; connect directly with the challenges of our community, region, and world; and build self-confidence and the capacity to think critically, innovate boldly, and create lives of purpose”

The Bridge pre-fall begins the process of equalizing the college experience for underrepresented students by giving them the support and tools that other more traditional students often have upon entering college. This pre-fall experience lays the foundations for the students to gain the confidence to both succeed in college and to become leaders on campus through civic engagement.

“Strategic Direction IV: SOU will create a diverse, equitable, inclusive community where learners flourish.

- Goal One: SOU will replace structural and systemic barriers with equitable processes and practices that promote a sense of belonging and ensure the success of a diverse “new majority.”
- Goal Two: SOU will establish supportive pathways that will increase the access, retention, and success of learners (students, faculty, and staff) from underrepresented backgrounds.
- Goal Three: SOU will prepare all learners regardless of background, identity and position, to work, live, and communicate effectively across differences in order to thrive in an increasingly diverse world.”

The Bridge pre-fall is the first step in a program that is centered on making the college experience equitable for underrepresented students. This pre-fall experience is an intensive course that introduces the students to many of the skills and resources needed to overcome educational barriers.

2. How does the course fit into the rest of the unit's curriculum?

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? This course is offered once a year with a possible enrollment of 50 students. It has an estimated enrollment of 150 students over a three-year period. Student cohorts are selected from a candidate pool. Numbers may increase; however, this is dependent on funding.

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?

This course is designed to be taught by the program co-coordinators (faculty from University Seminar). Outside faculty and student mentors teach small workshops for this week-long course, but everything is overseen by the UGS designated coordinators. This connection between the program coordinators and the cohort is imperative for long-term student retention.

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

c. If additional faculty members are needed, how will that need be met? Any additional faculty is only present in a short-term guest lecturer capacity.

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. **None**

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?

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?

The Bridge program has been active for five years, and the formalization of the course is not expected to impact any existing programs. This course and program are designed to further complement programs like TRIO and add additional support for high-risk students.

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? No

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)

Students in the incoming Bridge cohort attend an intensive series of faculty and mentor-led workshops and cohort bonding activities in the week before the general population arrives on campus. This course prepares the students by giving them an overview of campus resources and various skills needed for college success. Students must be enrolled in the Bridge program to take this course.

B. Learning objectives of the course

- Introduce leadership and communication skills.
- Identify the personal and cultural assets that they contribute to the university community
- Become familiar with and connected to SOU's programs, resources, and areas of support.
- Connect with co-curricular organizations, events, and opportunities
- Foster positive relationships among peers, faculty, and staff, and begin to develop a strong personal network.

C. Required texts-

None. Open-source articles will be provided at the beginning of the course.

D. Course format-

The course begins with Zoom sessions in the week before the students arrive on campus. The on-campus format will consist of a mix of workshops, study groups, and lectures.

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Lee Ayers Preboski
Signature of Division Director

April 20, 2021
Date

4/29/16



UGS 100:
Bridge Pre-fall 2021 Syllabus:

Pre-Fall Bridge Orientation Experience Course Description and Overview: The Bridge Program is a holistic, strength-based, integrative program designed around high impact strategies that support student success and leadership. The Pre-Fall Bridge Experience is a one-credit five-day course. It provides an orientation to college while developing students' knowledge, skills, and dispositions, particularly focusing on college readiness, resilience, and leadership. The primary goal of the course is to connect students to each other and to powerful strategies and resources they can use immediately to get off to a positive start and continually achieve excellence throughout their college experience at Southern Oregon University and in their post-college professional and personal lives.

Course Description: Students in the incoming Bridge cohort attend an intensive series of faculty and mentor led workshops and cohort bonding activities in the week before the general population arrives on campus. This course prepares the students by giving them an overview of campus resources and various skills needed for college success.

Grading, Course Requirements and Expectations

This 1-credit free course is graded and will count toward the 180 credits you will earn for your degree at SOU.

Bridge Goals: The Pre-Fall Bridge Experience initiates a year-long process, developing students' knowledge, skills, and dispositions. *By the end of this year students will:*

- Recognize and develop the personal and cultural assets they bring to the university experience.
- Become familiar with and connected to SOU's programs, resources, and areas of support.
- Connect with co-curricular organizations, events, and opportunities that reflect their individual interests, strengths, goals, and lived experiences.

- Develop confidence, skills, and experience to support their personal and professional goals.
- Seek a sustainable balance while participating in diverse activities, including academics, employment, health, emotional wellness, and personal commitments.
- Foster positive relationships among peers, faculty, and staff, and develop a personal network of people to turn to for needed support, advice, and/or connections.
- Develop leadership, communication skills, creativity, and critical thinking skills.
- Deepen an understanding of how to enhance the overall quality, meaningfulness, and marketability of their college education.

Among the topics addressed in Bridge Seminar:

- 21st Century Education: Skills, Knowledge, and Dispositions
- Principles of Student Success
- SOU Campus Resources
- Leadership, Teambuilding, and Effective Communication
- Civic Engagement, Volunteering, and Community Activism
- Equity, Diversity, and Inclusion
- Goal Setting, Motivation, Time Management, & Planning
- Financial Literacy, Scholarships, and Minimizing Student Debt
- Career Exploration, Job Applications, and Presentation Skills
- Metacognition, Mindfulness, Social & Emotional Intelligence
- Health and Wellness: Body, Mind and Spirit

Grading, Course Requirements and Expectations

Course Grading Scale: A (93%+); A- (90-92.9%); B+ (87-89.9%); B (84-86.9%); B- (80-83.9%); C+ (77-79.9%); C (74-76.9%); C- (70-73.9%); D (65-68.9%); F (64-68.9%).

Grading

| | |
|-------------------------------------|-----|
| Attendance | 50% |
| Participation | 25% |
| Bridge Orientation Reflection Essay | 25% |

Attendance: Much of our work in this course will be done in class, in small groups where other students depend on your full participation in class discussions and activities.

Attendance is absolutely required, every time. Please notify your professor before class if there is an emergency and you are unable to attend or will arrive late; typically, this will mean an email to Danielle and/or Troy, explaining when you will be missing class, why you will be missing class, and how you plan to make up the missed class content (e.g., will get notes from a classmate, will visit office hours, will complete classwork and submit it via email, etc.).

Participation: In order to receive the full participation for each class session you must:

- **Be Prepared.** Read all assigned materials **on time**; be responsible for all assigned readings and assignments, even if not specifically discussed in class. Complete all written assignments on time; think about what you read and what you're writing before you come to class.
- **Share your ideas.** Come to class prepared to share ideas and contribute to class discussion. Make comments, ask questions, share your knowledge, experience, and expertise. Use discussion and group interaction to advance your own learning and to support others' learning.
- **Collaborate.** Exchange and use the expertise and knowledge of faculty, classmates, and peers to enhance learning and understanding. Give and ask for help as appropriate.

Classroom Expectations:

Show respect to everyone. You are an adult, and we expect you to conduct yourself as such. Listen politely and actively. Call people in, don't call people out. Practice WAIT, reflecting on "Why am I talking? Or, not talking?" to avoid dominating or avoiding classroom discussions. To honor and respect the learning and teaching environment, cell phones should be put away during class and set to silence, unless otherwise directed. If you need to get up for your physical or emotional well-being, excuse yourself and do what helps (such as taking a short break outside). If you miss significant classroom time, plan to the instructor at the end of class to find out what you have missed.

Assignments:

1. **Resume:** Before the Pre-Fall orientation, please prepare a one-page resume. This resume will be used periodically throughout the year. This includes the Pre-Fall job skills workshops and the Bridge Jobs Fair in Week 2.

2. **One-Minute Introduction:** Please bring a one-minute introduction to the Pre-Fall orientation. This introduction should discuss who you are and what your hopes are for college. Remember, you only have one minute.

3. **Bridge Orientation Reflection Essay**

MEMORANDUM

TO: Deb Brown, University Seminar
Danielle Hammer, University Seminar
Patrick Stubbins, Executive Assistant to the Provost

FROM: Dale Vidmar, Interim University Librarian, Library Liaison to Communication.

DATE: 4/16/2021

SUBJECT: Library Collection Assessment of Resources to Support the Proposed Bridge Courses.

The review process for the proposed Bridge Courses at Southern Oregon University examines the adequacy of library resources needed to sustain a quality offering.

After reviewing the proposed curricula as well as individual assignments and projects for all of the proposed concentrations, the Hannon Library is well positioned to support all of the Bridge courses as proposed.

The proposed Bridge courses rely on much the same library databases and other resources as does University Seminar courses. As such, the *ProQuest Central*, the *Academic OneFile*, *CQ Researcher*, and the *Opposing Viewpoints* databases all serve well to provide comprehensive indexing and full text scholarly sources that address a range of interdisciplinary and general subjects related to the proposed concentrations. There are also many books available both in the Hannon Library and from other Summit libraries that provide relevant research and information in these subject areas as well as related subjects.

At this time, the Hannon Library's holdings of material related to the Bridge program are more than adequate. Any deficiencies would be funded by existing allocations for University Seminar and general book and video budgets. These resources will be used to maintain continued vigilance in purchasing additional new print and video material to supplement the journal and scholarly articles currently available.

The library is recommending the following amounts in the Budget Outline Form:

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

The Hannon Library endorses and supports all of the proposed Bridge courses.

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

Dale Vidmar

Interim University Librarian

Library Subject Liaison to University Seminar