

# New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** UGS 101

2. **Course title:** Bridge Program: College Readiness

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:**

This course continues the development that Bridge students began in UGS 100. The focus for this term is on developing college readiness skills like study skills, time management, self-advocacy, and financial literacy. The course also focuses on further developing the bond between students in the cohort and between the mentors and the students. Students must be enrolled 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?** Yes ☒ No ☐ If Yes, list maximum credits: 2

10. **Labs requirements:** None **If course includes a lab: # of hours lecture:** ; **# of hours lab:**

11. **Fees:** List any course fees: None

12. **Grade Mode:** Graded only: ☒ 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 second 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 further develops the basic college readiness skills that began in the week-long pre-fall course (UGS 100-proposed). The focus of this course is on ensuring that students have the tools necessary to

thrive in college. The course also works on developing the cohort and mentor bonds that are essential for long-term student success.

**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 UGS 101 supports the UGS mission plan by giving additional support and skills training to some of the most vulnerable students. This first full term is crucial for both developing the students' developing college readiness skills and ensuring that they have the social and emotional support that is needed for success in school.

Below is a breakdown of how this course 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 UGS 101 continues the process of equalizing the college experience for underrepresented students through 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.”

UGS 101 is the first full-term step in a program that is centered on making the college experience equitable for underrepresented students. This course both aims to emotionally and academically support the students and introduce 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, and it has an estimated enrollment of 150 over a three-year period.

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. Outside faculty and student mentors occasionally teach small workshops for this course, but everything is overseen by the 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)

This course continues the development that Bridge students began in UGS 100. The focus for this term is on developing college readiness skills like study skills, time management, self-advocacy, and financial literacy. The course also focuses on further developing the bond between students in the cohort and between the mentors and the students. Students must be enrolled in the Bridge program to take this course.

B. Learning objectives of the course

- 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 develop a strong personal network.
- Develop time management, organizational, and study skills
- Begin to develop the fundamentals of basic financial literacy, emotional intelligence, and self-advocacy techniques

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

D. Course format- The 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*

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Signature of Division Director

April 20, 2021

\_\_\_\_\_  
Date

4/29/16



UGS 101:  
Bridge Fall Syllabus

**Course Description:**

This course continues the development that Bridge students began in UGS 100. The focus for this term is on developing college readiness skills like study skills, time management, self-advocacy, and financial literacy. The course also focuses on further developing the bond between students in the cohort and between the mentors and the students.

**Class Meetings:** Unless otherwise noted, the Bridge class will meet for a weekly Zoom meeting on Tuesday. This will be our synchronous component to the class. It is important that you try to be present for this Zoom session, as we will do in-class assignments during this time. This class will also have asynchronous content (videos and articles) that will be posted for Wednesdays. You will also be responsible for watching or reading any asynchronous content.

**Bridge Goals**

*By the end of this term students will:*

- Develop leadership and communication skills.
- Articulate the personal and cultural assets that they contribute to the university community
- Connect with co-curricular organizations, events, and opportunities
- Develop the confidence, skills, and balance necessary to succeed in their personal and professional goals.
- Foster positive relationships among peers, faculty, and staff, and develop a strong personal network.

**Course Topics:**

- SOU Campus Resources and communities
- Equity, Diversity, and Inclusion in college and beyond
- Goal Setting and Procrastination-busting Strategies
- Social and Emotional Learning
- Healthy finances
- Career exploration
- Student success and happiness in the 21st century

**Grade weight:**

Attendance and Participation: 40%

Workshop Journal: 40 %

Presentation: 10%

Google portfolio: 10%

**Assignments:**

1. Workshop Journal
2. In-class activities
3. Presentation
4. Google portfolio

All Assignments are to be submitted on the date listed. Late assignments will be given partial credit, i.e. 10% will be deducted from your final grade for each day the assignment is late unless a plan has been made with the instructor.



## 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:

<b>Library/Printed</b>	<b>\$0</b>
<b>Library/Electronic</b>	<b>\$0</b>

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