

Academic Quality and Student Success Committee Agenda

	<u>Page</u>
1. Call to Order/Roll/Declaration of a Quorum (9:40am) <i>Chair Jeremy Brown</i>	
2. Consent Agenda <i>Chair Jeremy Brown</i>	
2.1 Approve Minutes from April 8, 2021 Meeting	1
3. Reports	
3.1 Academic Affairs, Admissions and Strategic Enrollment Management (9:45am) (15 min) <i>Provost Joanna Mott</i>	4
3.2 Student Affairs (10:00:am) (15 min) <i>VP Erin Foley</i>	13
4. Action Items	
4.1 Recommendation to the Board to recommend to the Provost's Council approval to offer the BS in Surveying Online (10:15am) (10 min) <i>Dean Tom Keyser</i>	18
4.2 Recommendation to the Board to recommend to the Provost's Council approval to offer a Graduate Certificate in Integrated Behavioral Healthcare and Medical Family Therapy within the MS Marriage and Family Therapy Program (10:25am) (10 min) <i>Dean Dan Peterson</i>	38
5. Discussion Items	
5.1 Honors Program Presentation (10:35am) (25 min) <i>Associate Professor Communication Dr. Christopher Syrnyk</i>	219
5.2 Peer Consulting and Supplemental Instruction Presentation (11:00am) (25 min) <i>Student Success Center Assistant Director Shaundrea Hirengen and Associate Student Involvement and Success Associate Director Holly Anderson</i>	226
6. Other Business/New Business (11:25am) (5min) <i>Chair Jeremy Brown</i>	
7. Adjournment (11:30am)	



**Meeting of the
Oregon Tech Board of Trustees
Academic Quality and Student Success Committee
Sunset Room, Klamath Falls Campus
And virtually via Microsoft Teams
April 8, 2021
10:00am – 11:50am**

**Academic Quality and Student Success Committee
DRAFT MINUTES**

Trustees Present:

Jeremy Brown, Chair
Tim Hasty (in person)
Kathleen Hill

Rose McClure (in person)
Jill Mason

Nagi Naganathan, President
(in person)

Trustees Unable to Attend:

Kelley Minty Morris

Other Trustees Present:

Trustee Starr

Michele Vitali

University Staff and Faculty Present in person:

Maureen DeArmond, AVP Human Resources (virtual)
Erin Foley, VP of Student Affairs/Dean of Students
Dave Groff, General Counsel
John Harman, VP of Finance and Administration
Scotty Hayes, Information Technology Consultant
Tom Keyser, Dean of the College of Engineering, Technology and Management
Joanna Mott, Provost and VP of Academic Affairs and SEM
Mostafa Saber, Associate Professor MME'T (virtual)

Others Present:

Caroline Schulze, Senior Resident Advisor (in person)

1. Call to Order/Roll/Declaration of a Quorum

Chair Brown called the meeting to order at 10:03am. The Board Secretary called roll and a quorum was declared.

2. Consent Agenda

2.1 Approve Minutes from January 28, 2021 Meeting

Trustee Mason moved to approve the minutes of the January 28, 2021 meeting. Chair Brown seconded the motion. With Trustee Hill abstaining and all other trustees present voting aye, the motion passed unanimously.

3. Reports

3.1 Academic Affairs, Admissions and Strategic Enrollment Management

Provost Mott reviewed her written report in the agenda packet.

3.2 Student Affairs

VP Foley reviewed her written report in the agenda packet.

4. Action Items

4.1 Recommendation to the Board to recommend to the Provost's Council approval of a new location for the BS in Business Management

Dean Keyser explained the BS in Business Management program exists on the Klamath Falls campus and there is no change to the curricula; the request is to offer the program on the Portland-Metro campus. He noted the nearest competitor is Portland State University. He addressed the market demand, employment outlook, enrollment projections and resources required (1 adjunct and a full-time faculty member in year 4).

Trustee Mason moved to recommend to the Board a recommendation of approval to the Provost's Council for a new location for the BS in Business Management and the BS in Healthcare Management. Trustee Hasty seconded the motion. With all trustees present voting aye, the motion passed unanimously. (one motion was made for two items)

4.2 Recommendation to the Board to recommend to the Provost's Council approval of a new location for the BS in Healthcare Management

Dean Keyser explained the BS in Healthcare Management program exists on the Klamath Falls campus and there is no change to the curricula; the request is to offer the program on the Portland-Metro campus. He noted the lack of a competitor, the market demand, employment outlook, enrollment projections and resources required (adjunct faculty).

Trustee Mason moved to recommend to the Board a recommendation of approval to the Provost's Council for a new location for the BS in Business Management and the BS in Healthcare Management. Trustee Hasty seconded the motion. With all trustees present voting aye, the motion passed unanimously. (one motion was made for two items)

5. Discussion Items

5.1 Research Project Presentation

Dr. Saber shared a PowerPoint presentation and gave an overview of the sponsored research projects in advanced manufacturing and advanced material processing. He reviewed the following projects: ball screw rapid forming, rapid tooling, center of excellence for cutting tools inspection, decision tool for additive manufacturing application for OMIC, development in alloys. He stated 10 research assistants have participated in the

projects. **Trustee Vitali** stated there are five undergraduate students working on projects at OMIC, also.

5.2 Housing and Residence Life Presentation

Ms. Schulze shared concerns she had when returning to campus during the pandemic including the shared facilities in the residence halls, no requirement for a negative COVID test and the extra exposure with the students who have in-person courses. Many of her concerns were alleviated because of the communication with faculty and staff in her program. She also addressed the changes she encountered as a Senior Resident Advisor as a result of COVID.

6. Other Business/New Business - none

7. Adjournment

Meeting was adjourned at 11:32am.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read 'S. Fox', is written above the printed name.

Sandra Fox
Board Secretary



OFFICE OF THE PROVOST

Academic Affairs and Strategic Enrollment Management Update AQ&SS Committee May 27, 2021

The following report details updates and accomplishments in both Academic Affairs and Strategic Enrollment Management.

ACADEMIC AFFAIRS

Staffing

The two open positions in Academic Affairs - Associate Vice Provost for Academic Excellence and Assistant Vice Provost for Faculty Relations – have both been filled (Dr. Dina Battaglia, Dr. Beverly McCreary) with a start date of June 28, 2021.

The position of Director for Clinical Education for the Doctor in Physical Therapy program has been filled (Amanda Petty).

A position description for a Dean for Online Education is in preparation, modified from the previous position.

Academic Programs

There are two requests for Board approval – one for a degree currently at Klamath Falls to be offered online, and one a graduate certificate. The documents are included in the packet, and the requests will be presented by the respective Dean.

- BS Geomatics (Dean Keyser)
- Graduate Certificate in Integrated Behavioral Healthcare & Medical Family Therapy (Dean Peterson)

Preparations for the Doctor in Physical Therapy (DPT) program are moving forward steadily. The hire of the Director for Clinical Education has allowed the program to remain on track for a Summer 2023 start date. The first faculty member will be hired for fall 2022.

Program Accreditation updates

N/A

Academic Facilities

The CEET building completion is delayed and it is now scheduled to open in November 2021; as a consequence, the start of the Boivin Hall renovation will be delayed until January 2022.

CEET updates:

- Equipment and furniture for flexible learning environments are being specified and should be ordered by the end of the month (Steelcase/hyflex is one vendor being considered)
 - a. 5 new classrooms
 - b. More than 20,000 square feet of laboratory and collaboration space
- Additive manufacturing equipment has begun to be ordered, we will have the capability to produce, plastic, carbon fiber and metal alloys

Dow space renovation for DPT is on track.

Covid-19 effects on Academic Affairs

Scheduling

- Summer scheduling will follow the spring term formats - at Portland Metro lectures will be remote, labs in person, at Klamath Falls lower division lectures and labs will be in person, upper division lectures in remote modality.
- Fall term scheduling is being completed with all courses to return to pre-pandemic modalities and no classroom spacing requirements.
- Fall scheduling will remain dependent on guidance from the HECC and Oregon Health Authority.

Convocation

Convocation will take place over five days at Klamath Falls with sessions offered remotely for PM faculty. A separate one-day event will be held at PM a week later. Suggestions for sessions are currently being solicited.

Faculty Creativity Grants

Proposals were solicited from faculty and an academic committee provided recommendations to the Provost.

14 proposals were received – 3 from ETM and 11 from HAS. Of these 11 were fully or partially funded.

Updates from the Colleges:**Engineering, Technology and Management (Dean Keyser)**

- Computer Systems and Engineering Technology is proposing a 'Cloud Computing' degree (just entering phase 1 of CPC approval process)
- Civil Engineering students are competing in the national finals of the American Society of Civil Engineers Steel Bridge Competition.
- Mechanical Engineering Students traveled to Tucson, AZ in late April to compete in the Society of Automotive Engineers Baja competition. OIT's team finished in the top 15 in 5 categories and finished 23rd in this national competition.
- Faculty searches are underway or completed for 12 replacement positions and 1 new (Cybersecurity) position. Four positions are in CSET, 3 in MMET, 2 each in Civil Engineering, cybersecurity (MGMT) and EERE.

Health, Arts and Sciences (Dean Peterson)

- Faculty and staff needing to be relocated during the Boivin renovation have been assigned temporary offices
- Boivin building plans are near final stages with input from different constituent groups for different parts of the building plan relevant to their experience; NSC faculty have been especially helpful planning the transition of chemistry labs to their temporary location in CEET building
- Faculty searches are near completion for 3 replacement positions – natural sciences, medical imaging technology and communication.

Online Education (Director: Carrie Dickson)

This past academic year (Fall, Winter, Spring), Online offered 532 courses with 267 instructors.

Term	Courses	Unduplicated Instructor Count
Fall	185	92
Winter	178	87
Spring	169	88
Total	532	267

The Online Department has transitioned all faculty media to one platform - 'Canvas Studio' - and services will be ending for Kaltura and Panopto on June 30th. This will generate approximate savings of \$55,010 (Kaltura Media \$27,562 & Panopto \$27,448). Cost of Canvas Studio FY21 \$11,976

The online office staff are reviewing third-party partnerships (and contracts being proposed for FY 21-22)

- Gradescope+ (Assessment feedback tool for faculty and students)
- TidyUp+ (File organization tool for faculty and content management)

The Online Learning Advisory Council has suggested the following ideas on how to spend \$73K in GEER funds for course quality, professional development, and instructional design.

- Hyflex classrooms and pedagogy practices for classroom engagement
- Quality Matters (QM) professional development and course reviews
- Studio room for creating online course content.

Registrar's Office (Registrar: Wendy Ivie)

Fall registration opened May 18.

Our 73rd commencement ceremony is in preparation in virtual format. Sections have been recorded for each college. The event will be Saturday, June 12th - 9:30 am ETM, 11:30 am HAS.

Planned in-person graduation celebrations are happening at PM and KF campuses as well as within Departments. University wide events have been sent out to students and can be found on the following flyer.

<https://www.oit.edu/sites/default/files/2021/documents/2021%20Graduation%20Celebrations%20flyer.pdf>

The Class of 2021 numbers 848 individuals - inclusive of those who have completed degree requirements for Summer and Fall, Winter and Spring terms this academic year, and another 71 who are expected to complete requirements this Summer.

Honors Program

Presentation by Dr. Christopher Syrnyk., Honors Program Director.

University Library (University Librarian: John Schoppert)

The library has recently increased open floor space by 10,000 sq ft to help with COVID social distancing protocols. We have strategically removed unneeded bound popular magazines and kept critical academic journals required for our academic needs, especially the engineering departments that have difficult to come by electronic and physical resources. We will continue to build on those physical resources and allocate budget funds accordingly.

In response to COVID pivots to online instruction, the library tripled funding to purchase eBooks with unlimited usage so all Oregon Tech students can access needed resources for courses.

The library also:

- Increased digitization tools to facilitate access to course materials for remote students
- added student staff to help with an increase in inter-library loan requests by Oregon Tech students studying remotely
- increased reference and instructional hours to support remote faculty and students

The library has also greatly increased its physical and eBook collection to build a broader, more inclusive, and equitable materials collection that reflects more diversified view-points. This supports critical, and much needed, conversations addressing Diversity, Equity, and Inclusion efforts underway at Oregon Tech.

STRATEGIC ENROLLMENT MANAGEMENT (Admissions, Financial Aid, Advising and Retention, Educational Partnerships and Outreach - EPO)

Staffing

Several positions in Advising and Retention are still at various stages of the search/hire process.

Financial Aid (Director: Tracey Lehman)

COVID Related Funds

Since March 2020 the Financial Aid office has disbursed \$1,807,274 in emergency grants from the HEERF 1 and 2 funding (\$903,637 each round).

For HEERF 1 or CARES grants eligibility was restricted to undergraduate and graduate students' eligible to complete a Free Application for Federal Student Aid <https://studentaid.gov/h/apply-for-aid/fafsa> and Title IV eligible. Online students, International, DACA or undocumented students were not eligible. An application process was used for all of the HEERF 1 funds. These were disbursed between March 2020 (last spring term) and the end of fall term 2122. In addition, during spring 2020 the financial aid office awarded \$75,000 in Helping Owls funds funded by the Oregon Tech Foundation and \$75,000 in Helping Owls remissions.

HEERF 2 or CRRSAA funds were awarded during winter and spring terms of the 21-22 academic year. Winter term \$100,000 was awarded in block grants to our neediest students defined by Pell students with a zero EFC. The remaining funds were awarded during spring term in an application process. Under section 314(c)(3) of the CRRSAA, Financial aid grants were made directly to students, to be used for any component of the student's cost of attendance or for emergency costs that arise due to coronavirus, such as tuition, food, housing, health care (including mental health care) or child care. International, DACA or undocumented students were not eligible.

The institution also has \$71,000 in GEER funds from the state to use for emergency grants by September 30th. Guidance for these funds was slow to materialize. These funds are to be awarded to historically underserved and economically disadvantaged students who did not receive HEERF funds. The Department hopes to award these funds by the end of spring term, working closely with our TRIO Program.

Oregon Tech will also be receiving American Rescue Plan (ARP) funds and has access to \$3.7 million in emergency grants for students.

For ARP funds, students who are or were enrolled in an institution of higher education during the COVID-19 national emergency are eligible for emergency financial aid grants from the HEERF, regardless of whether they completed a Free Application for Federal Student Aid (FAFSA) or are eligible for Title IV. As under the CRRSAA, institutions are directed with the ARP funds to prioritize students with exceptional need, such as students who receive Pell Grants or are undergraduates with extraordinary financial circumstances in awarding emergency financial aid grants to students. Beyond Pell eligibility, other types of exceptional need could include students who may be eligible for other federal or state need-based aid or have faced significant unexpected expenses, such as the loss of employment (either for themselves or their families), reduced income, or food or housing insecurity. In addition, with ARP, DACA students are eligible.

The Financial Aid department has been and will continue to be audited on the awarding of these funds. We are also required to report quarterly as well as complete an annual detailed report.

Other

During spring term in conjunction with the Oregon Tech Foundation we awarded over \$362,000 in OTF scholarships for 21-22. The summer application opens the first week of July. We do not have a firm dollar amount yet but expect about \$140,000.

We continue to award and work with students on their financial aid for 21-22.

Jake Coatney our senior FA counselor continues to work with the Owls' Worth Financial Literacy Program. This spring he assisted with or presented 6 sessions on topics such as Investing, Student Loans, Creative Savings, and Budgeting/Credit Building.

We just completed a VA audit.

Academic Advising and Retention (Interim Director: Deanne Pandozzi)

Expanded support resulting in 4 hires to join our current team of 4 first-year academic advisors and 1 online advisor:

(new) - Academic and Retention Coordinators: The Academic Advising and Retention Coordinators will work to provide academic advising and faculty support to the College of HAS and ETM with the development, coordination, and implementation of retention initiatives to ensure student success. Responsible for providing students with educational guidance and assistance through graduation. Will assist with the planning, implementation, and evaluation of Oregon Tech initiatives; eliminate equity gaps and decrease time to degree, promote access, academic achievement, and graduation of undergraduate students.

1 (new) - Portland Campus academic advisor: To provide academic advising and faculty support to all Portland-Metro campus students to ensure student success and retention. Will work with the Portland-Metro faculty and staff with operational responsibilities focused on

academic advising and retention and as primary contact for Portland-Metro student inquiries regarding academic career and providing students with educational guidance and assistance through graduation.

1 (replace) - Klamath Falls first-year academic advisor: To support first-year KF students to ensure student success. To work with faculty and staff providing operational responsibilities focused on academic advising and retention - ensuring students have educational guidance and assistance through their first year at Oregon Tech.

In addition to staff updates, the Academic Advising and Retention Office taken on the coordination of two new programs:

- Pre-registration of incoming students: Preparation has included revising the enrollment priority form, appropriate math/writing placement, course selection and follow up registration issues with each student, as needed. This project is in collaboration with Admissions and Registrar's Office.
- Faculty advisor training: The office is completing the first training session since taking on this responsibility and has received positive comments and support from faculty. In the past, this was only for new faculty, however, we opened sessions for both new and continuing faculty advisors (refresher course). The session/information will also be used as training for new academic advisors. The Canvas shell will remain open after training so that resources and information are available.

Admissions (Director: Erik Johnson)

Enrollment data is included in the full board packet and will be discussed in the enrollment report. Fall enrollments look promising with both freshmen and transfer student deposits up significantly.

Initiatives include investment with EAB to build a growth strategy for online undergraduate programs and exploration of investments to enhance financial aid and financial literacy with videos and new packaging materials and letters.

Educational Partnerships and Outreach (Director: Carleen Drago Starr)

Dual Credit Enrollment

Many high schools returned for in-person instruction in March of 2021. This led to completing many of our dual credit courses in person with our high school teachers. EPO has been working to coordinate and connect faculty with their high school partners. Our dual credit fall enrollment held steady with a minor increase in participation. For winter term there was a significant decrease in dual credit enrollment but spring term enrollment showed significant recovery.

EPO is anticipating a return of high school teachers who opted out of dual credit this past year and will reengage in 2021/2022. We are also discussing a partnership to expand our course offerings with Chemistry 101/104 with NW Promise. We have been working with the Management Department to explore supporting an online charter school by offering Jump into Business with Oregon Online Schools.

Headcount

	2019-20	* 2020-21		Difference	% Change
Fall	1,392	1,410		18	1.3%
Winter	1,835	1,106		-729	-39.7%
Spring	1,418	1,397		-21	-1.5%
Unduplicated Total	3,259	2,807		-452	-13.9%

* Spring 2021 data is not final

Credit Hours

	2019-20	* 2020-21		Difference	% Change
Fall	5,733	5,526		-207	-3.6%
Winter	7,896	4,486		-3,410	-43.2%
Spring	5,679	6,563		884	15.6%
Unduplicated Total	19,308	16,575		-2,733	-14.2%

* Spring 2021 data is not final

Pre-College Programming

EPO will host our ODOT GIS Summer Camp on June 15-17, 2021 on the Klamath Falls campus. The camp explores the profession while engaging youth in seeking college degree programs after high school. The camp will be free to participants and we are working with local high schools to encourage recruitment of underserved students throughout the region.

Fall of 2021, EPO will launch an after-school pre-college program called MESA with 4 Klamath County Schools. MESA (Mathematics, Engineering, & Science Achievement) is a national model for offering pre-college programming. Oregon Tech has been partnering with Oregon MESA for 6 years in the Wilsonville/Salem area as a regional coordinator where we serve around 12/14 middle/high schools in the area. Oregon MESA establishes a successful multicultural STEM learning environment. As the program grows in the state, their goal is to further advance

equity and also reach students--particularly students of color--in rural Oregon. Oregon Tech will be an affiliate school of Oregon MESA and provide support for partnering schools by, (1) providing a regional coordination to complete all program related activities in the Klamath region, (2) work with K12 advisors in the schools, (3) employ students workers as peer mentors for MESA chapters, (4) host MESA related family nights and events.

Oregon MESA's mission is to provide students underrepresented in the fields of mathematics, engineering, science, and technology with the skills, knowledge, and opportunities to develop their talents, explore technology-based careers, enter college, and compete successfully in the workforce. With our programs, more marginalized and low-income students graduate from high school, enroll in post-secondary studies, and enter the workforce with STEM, 21st century, and invention skills — fueling the innovation economy with diverse, talented leaders.

Transfer Coordination

Educational Partnerships and Outreach would like to welcome Brandon Rodriguez to their team in the position of Transfer Outreach Coordinator. The position is located on the PM campus and will be responsible for coordinating articulation agreements, transfer tools/guides, and community college outreach.



Student Affairs Update

AQSS Committee, May 2021

The following report provides information about the Student Affairs Division and highlights from individual offices for the KF and PM locations.

A grant was submitted to the Oregon Community Foundation to develop a transition program for PELL eligible and underrepresented minority students from high school to Oregon Tech. We received a \$20,000 grant and will be moving forward to develop a pilot program for September.

Klamath Falls

ASOIT

- 2021-2022 Officers confirmed through election (president & VP) and selection (other officers); new officers shadowing their counterpart
- Constitution and bylaws updated for next year's group to formally approve
- Election bylaws created
- Water bottle-filling station project closer to completion (started in 2019)

Athletics

Although athletics had a very unique year, all teams competed at a high level and look forward to regular seasons for 2021-2022.

- Softball – 1st Round of NAIA championships being played in Georgia.
- Baseball – Season is over and finished 2nd in conference
- Track – 9 athletes qualified for NAIA Track championships, which will be in Gulf Shores next week. Hunter Drops won the male CCC championship and Alex Conley won the female CCC championship, both in javelin. Angel Valdez won the 400 meters at the CCC championships.

Campus Safety

Spring activities:

- Assisted with planning for and covering the faculty strike; provided extra officers for the duration of the strike to maintain safety and not inhibiting access/traffic flow
- Provided support for opening TechRec/Athletics building, access to soccer complex, and security for home athletic events (softball and basketball)
- Special Assignments: attention to reports of beer bottles being found in a trash can outside of the KTEC rea of the CU; provided extra patrol in the parking lots closest to the resident buildings because of some particular resident concerns with past relationships and unaffiliated persons coming onto campus for unwanted contacts; and coordinated with Facilities on water shutoffs and building fire alarms.
- Worked with Res Life, Risk Management and KCFD #1 to ensure that insurance liability was covered for an upcoming rappelling exercise for new fire department recruits

- Parking services: worked with DH faculty member to ensure parking requests were met for DH board exams and certification; assisted Formula team with vehicle testing and parking lot H usage
- New IC Booth: coordinated efforts to provide window screenings with Oregon Tech logos; worked with the Business Office to arrange for an electric vehicle charger to be activated (all proceeds for those charging electric vehicle will be added to the Parking auxiliary budget); purchased signage for the locations around the Information Booth for 2 x parking spaces for electric vehicle charging, height warning signage for the overhead roof on the Information Booth for drivers of tall vehicles, and 1 x signage to advise motorists of the availability of visitor parking permits.

Career Services

Spring 2021 accomplishments:

- Hosted our first-ever graduate school fair
- Two resume review marathon days
- Virtual, panel mock interviews with MIT applicants

Plans for Summer 2021:

- Post-graduation Job Search Boot Camp, June 22-24
- Hiring/onboarding an APA, eager to add a new team member
- Medical Laboratory Science Career Fair in August (pre-externship)
- Ongoing work on our Student Employment Initiative

Looking forward to Fall 2021:

- On-campus job fair during Week of Welcome
- Career development support/involvement with Pre-Orientation programs continue to work with faculty advisors, student employee supervisors, academic advising, and other partners to support excellent career advising from multiple sources

Housing & Residence Life

Spring Term

- Spring term is wrapping up and we are excited to see our occupancy remain above 500 even as more students chose to move home to complete spring term due to the strike and classes being all online
- Current students continue to participate in Choose My Room until May 21. The Village is very popular and has mostly filled with returning students!
- Housing applications for the 2021-22 academic year are again hitting and/or breaking our records from last year. We are so excited to open our doors and welcome in as many students as we can that want to join our on-campus community!
- Res Life and RHA staff successfully hosted Spring Fling! It was fun to see a week of activities occurring outside, inviting our students to join for some fun in the sun, while safely distanced and wearing face coverings. Sounds like each event was well attended and students were excited to be able to participate in some in person activities
- 2021-22 student Res Life staff have been hired and are anxious to begin their training in the fall!
- Summer student staff applications are in and we are working to interview and hire these students by June 1

- HRL team is also making good progress on our assessment plan for 2020-2025 to align with the University Strategic Plan and the Student Affairs Plan. Has been a lot of work as we updated and worked to set specific, timely and actionable goals. I am super proud of the sub-committee working on this as they are really digging into planning the future of Housing and Residence Life

Summer Facilities plans:

- Village exterior will see a fresh coat of paint on all things that have the building colors, as well as all fascia boards
- Res Hall will have all water fountains replaced with bottle fill stations
- 12 bathrooms in the Res Hall will have new sinks and countertops installed
- At least one lobby in the Res Hall will have new windows installed

Fall 2021:

- Housing and Residence Life full time staff is amid planning for several different versions of fall opening: a) a true full opening; b) hybrid opening like last fall; and c) working on plans for any other possible scenario
- Res Life staff is beginning to tentatively plan for Flight School, and are excited to partner with Jolyn and others with the grant to serve Pell eligible true freshman in a “pre-orientation” workshop as this dovetails with the work HRL is doing with Flight School

Integrated Student Health Center

COVID info for spring term:

- Contacts with 229 students (194 are since the surge began on 4/21 to date)
- On campus testing for 51 students (since 3/27) through partnership with SLMC
- 483 results discussed (258 since surge began)
- Worked with Housing staff to isolate/monitor 51 students (39 since surge began)
- Resolved issues for 35 employees (contact tracing)

Counseling for spring term (reminder that last spring was remote):

- Intakes – Completed 20 intakes, half of which (10) were telecounseling; this is higher than intakes from last Spring (which totaled 11); this is fairly comparable to the year prior (spring 2019, pre-COVID) with 24 intakes
- Follow-up Sessions - We completed 274 follow-up sessions, 127 (46%) of which were telecounseling; this is higher than completed follow-ups from last spring (which totaled 175). However, this is also HIGHER than the follow-up completed in spring 2019 with 199 sessions (had one counselor less counselor then).
- There were 7 crises this Spring; this is higher than crises from last spring (which totaled 2); there were 3 crises in spring 2019.

Medical for spring term:

- We completed 297 in-person appointments, which is HIGHER than the number of appointments from last spring (which totaled 195)
- Completed 14 telehealth appointments

General trends:

We have started seeing sick patients who have tested negative for COVID

Student Involvement & Belonging (SIB)

- April was Sexual Assault Awareness Month
 - Programming team included SIB, HR, ISHC, and Title IX
 - We provided weekly conversations, resources, trainings, and Grab n Go kits.
- May is Mental Health Awareness Month

- Programming team included SIB and ISHC
 - We provided comedy show, resources, trainings, and Grab n Go kits.
- Treehouse is celebrating First Generation student graduates with a special gift.
- Student Veterans Program has completed their first year of participating in the PAVE (peer advisors) support program.
- We will be hosting Graduation Celebrations in June alongside the virtual commencement ceremonies.

Student Success Center (name change in process to Center for Academic Resources & Engagement Services, CARES)

Disability Services (name change in process to Access & Campus Equity Services, ACES)

- No change between winter and spring terms as far as number of students served.
- Retention is steady among DS students. 103 students were served both terms in over 300 classes each term. DS is down 5 students since fall term.
- Continue to proctor exams for DS students.
- We are receiving several calls a week from students and parents who will be attending OT in the fall and we look forward to the New Wings events so we can get students accommodations in place once they register for classes. We are already working with housing for the students who require housing accommodations next year.

Peer Consulting (PC) and Supplemental Instruction (SI)

- PC and SI are planning ahead for next academic year. PC plans to continue offering both in person and remote services using the peer to peer model at both the Klamath Falls and Portland-Metro campuses.
- PC will continue partnering with TutorMe and Heartful Editor to offer 24/7 online tutoring to bridge the gap for our fully online, graduate, and non-traditional students.
- Supplemental Instruction will collaborate with ETM departments to increase course participation and student retention efforts for our engineering and business majors.
- SI is also excited to announce a special partnership this spring term using a HyFlex/Supplemental Instruction program in ACC 201 & 203. It is expected that the HyFlex/SI model will increase course interactions, student persistence, and success and overall satisfaction with the learning experience. SI looks forward to sharing the data for this new program with the campus community.

TOP

- 102 students made TOP Honors (receiving a 3.30 GPA or higher in either fall or winter terms) and were honored in a virtual ceremony featuring keynote speeches by Dr. Nagi, Dr. Foley, TOP student speakers Moises Cobian, Lauren Sadrin, and Jacquelyn Zendejas, and TOP Advisors Brianna Schwenk and Desiré Wooten. Here's the link to the press release: [Click Here](#).
- For our 2015 cohort, the anticipated six-year graduation rate is 68%. This will be the highest cohort graduation rate achieved by any TOP cohort since 2012. 30 of the 44 students that began in the 2015 cohort will have graduated by the time we submit the annual performance report to the Department of Education in December.
- Looking ahead, we are very excited to host our annual TOP graduation ceremony in June honoring our 2021 graduates. We anticipated roughly 30 students to join us for the ceremony.

Veteran Services

Spring term

- Peer Advisors for Veteran Education (PAVE) “Safe Communications” event (5/13) that was an open forum for veteran students to come out and meet with a representative of Student Health and discuss anything they desired. The overall goal was to help build veteran community and to let these students know that Student Health is ready and able to help when needed.
- Memorial Day Events:
 - Klamath Falls Veteran’s Memorial Park cleanup May 29th
 - On campus Memorial Day tabling with Student Veteran Program (Grab bags, games, food, prizes, veteran awareness) May 1st through 4th
 - Memorial Day gift boxes prepared for all PM veteran students
- Green Zone Training occurred 4/22, this was a great webinar which highlighted veteran experiences and needs to help faculty and staff understand and serve this population
- Iron Owl Challenge: Students from the Student Veteran Program will be volunteering to help this year’s event
- Veteran graduation stoles: Branch specific graduation stoles were designed, ordered, and given to graduating veteran students for the spring term. Photos and stories of these students will be posted on our website to celebrate!
- Military Sexual Trauma awareness training: A representative of the VA joined us to hold a webinar to educate students/faculty/staff about MST and its effects
- Post Deployment Fair - Oregon Air National Guard (ANG) education benefits fair on 5/15/21, I will join reps from other Oregon military support entities and meet virtually with ANG returning service members interested in pursuing their undergraduate education

Summer

- Veteran orientation sessions (virtual and in-person, COVID allowing)
- “Vets Helping Vets” initiative by the Student Veteran Program: identifies veterans in the local area that are in need and rallies students to collectively fill that need. Example: this summer it looks like there are some disabled veterans in the area in need of help with lawn care and students will go out to lend a hand.

Fall 2021

- In-person Fall semester kickoff event for all incoming military-connected students and current military-connected students (COVID allowing)
- Peer Advisors for Veteran Education (PAVE) Advisor and student meet and greet social
- Veterans Day National Roll Call event. At this event, students and volunteers will read the names of over 6,700 service members that have died in conjunction with the global war on terrorism. This is done outside in a public area to help bring awareness...very powerful
- We will host a guest speaker from the VA to demystify and discuss military disability benefits – myths, facts, and how to apply (PM and KF)

Portland Metro

Student Services

- Hiring a new mental health counselor and DS specialist (replacements for exiting staff)
- The Campus Information Center (CIC) student staff will also be supporting campus tours and new student phone calls to support Admission efforts
- Working to refurbish a Graduate Student Office space in collaboration with a group of students

ACTION ITEM

Agenda Item No. 4.1

Recommendation to the Full Board to recommend to the Provost's Council approval to offer the BS in Surveying online

Background

The BS in Surveying is currently offered on the Klamath Falls campus. The proposal is to offer the degree online and tailor it to professionals currently working in a surveying office.

Staff Recommendation

Staff recommends the Academic Quality and Student Success Committee recommend to the full board a recommendation to the Provost's Council approval of to offer the BS in Surveying online.

Attachments

- PowerPoint slides
- [Detailed proposal](#)

Bachelor of Science in Surveying Online Option

Bachelor of Science in Surveying is currently offered on the Klamath Falls Campus

- Seeking Board of Trustee approval to offer the degree on-line

Oregon TECH

Demand / Fit with University Mission / Enrollment Projections

Bachelor of Science in Surveying On-line

The Geomatics Department provides students with fundamental knowledge and skills in the geomatics and GIS disciplines. The Surveying option prepares students to pass the Fundamentals of Surveying (FS) examination and pursue licensure as a Professional Land Surveyor (PLS). All students learn the professional responsibility of protecting the health, safety and welfare of the public, and become aware of global and cultural issues.

- The on-line program will be substantially equivalent to 'on-ground' option but tailored to professionals working in surveying offices (no ABET Accreditation issues)
- Course and laboratory content will be identical and have identical expectations. The differences are:
 1. Lectures will be delivered on-ground and on-line
 2. Laboratories for the on-line option will be taught in the field by licensed professional land surveyors
- This model is based on the University of Maine model that has tripled their Geomatics enrollment over a 5 year period.
- On-line option already has support of UCC, PCC, Oregon State University.

Oregon TECH

Demand / Fit with University Mission / Enrollment Projections

Bachelor of Science in Surveying On-line

- Closest Competitors: Idaho State University and Great Basin College
- There are a shortage of licensed surveyors both statewide and nationally
- Enrollment Goals
 - Year 1: 10 Student
 - Year 2: 15 Students
 - Year 3: 30 Students
 - Year 4: 50 Students
- Resources Required
 - None

Oregon **TECH**



Curriculum Proposal Cover Sheet
for New Degrees, New Location of Existing Programs
Substantial Program Revisions, etc.

Approval to Proceed / Final Approval

Department Geomatics Program BS Surveying option
Submitter's name Jack Walker Phone 541-885-1511 Email jack.walker@oit.edu
Implementation requested for academic year 2023-24 Date submitted 2/2/2021

Type of curriculum proposal:

- | | | |
|--|--------------------------------------|---|
| <input type="checkbox"/> New degree program | <input type="checkbox"/> Minor | <input type="checkbox"/> Degree option |
| <input checked="" type="checkbox"/> New location of existing program | <input type="checkbox"/> Certificate | <input type="checkbox"/> Specialization |
| <input type="checkbox"/> Substantial program revision | <input type="checkbox"/> Other | |

Abstract of the proposal:

There is an increasingly-acute national shortage of licensed land surveyors. Enrollment in Geomatics Surveying option tends to be low, mostly due to lack of awareness among high school students. This results in individuals entering the profession later in life, often working full-time as a surveying tech, and unable to relocate to Klamath Falls. Remote delivery of

Signatures below constitute **Approval to Proceed** in the curriculum proposal process:

Date: 2/2/2021 Approved by Jack Walker Digitally signed by Jack Walker
Date: 2021.02.19 14:00:24 -08'00', Department Chair
Date: 2/22/21 Reviewed by Ken Sartain, Budget and Resource Planning Director
Date: 2/22/21 Approved by Tom Kye, Dean
Date: 05/17/2021 Approved by Jim Hest, Provost

Signatures below constitute **Final Approval** of this proposal:

Date: _____ Approved by _____, Department Chair
Date: _____ Approved by _____, Dean
Date: _____ Approved by _____, CPC Chair
Date: _____ Approved by _____, Provost
Date: _____ Approved by Oregon Tech Board of Trustees
Date: _____ Approved by Provost Council
Date: _____ Approved by HECC
Date: _____ Approved by NWCCU



Proposal for Delivery of Existing BS Geomatics, Surveying option, to a New Location (Online)

1. Program Description

- a. Program title, level, and delivery sites.

The BS Geomatics, Surveying option program is currently offered at the Oregon Institute of Technology Klamath Falls campus.

- b. Department and school/college that would offer the program. Include the name of the institution program coordinator.

The Geomatics Department, located in the College of Engineering, Technology and Management (ETM) at the Oregon Institute of Technology Klamath Falls campus, will offer the New Location (Online). The program coordinator is Professor Jack Walker.

- c. Briefly describe the academic program. List all course titles, including number of credits.

The Oregon Tech Surveying program is one of the oldest in the nation. It is the only BS Surveying program in Oregon, and has a statewide, regional, and national reputation for excellence. The mission of the Geomatics Department is to provide students with fundamental knowledge and skills in the geomatics and GIS disciplines. The Surveying option prepares students to pass the Fundamentals of Surveying (FS) examination and pursue licensure as a Professional Land Surveyor (PLS). The GIS Option prepares students to become certified GIS Professionals. All students learn the professional responsibility of protecting the health, safety and welfare of the public, and become aware of global and cultural issues.

Course Titles and Credits are listed in Appendix A

- d. Indicate in what ways the proposed program at the new location(s) will differ from the on-campus program.

The proposed Online program delivery will be substantially equivalent to the on-campus program. This is an ABET Accreditation requirement.

- e. List any special requirements or prerequisites for admission to the program at the new location(s).

The admissions requirements consist of students having access to surveying field equipment and a licensed land surveyor to serve as their lab mentor.

- f. Is there an accrediting agency or professional society that has established standards for this program? If so, is the program currently accredited? If accredited, what steps would be needed to accredit the program at the proposed new location(s)?

The BS Geomatics, Surveying option program has been continuously accredited by ABET (and its predecessor, ECPD) for 68 years. ABET requires that program content must be substantially equivalent at all locations. Course lectures will be identical,

delivered live and/or asynchronous. Course laboratory content will also be identical, however administered by a licensed Professional Land Surveyor at the student's location.

- g. Provide evidence of consultation with other public universities regarding non-duplication of similar programs offered in the same region, or ones that will cause undue hardship to another public university.

The Oregon Institute of Technology (OT) Surveying program is the only BS Surveying program in the state, and one of a few in the region.

The program has articulation agreements with the Surveying & Geomatics AAS program at Umpqua Community College (UCC) in Oregon, and the Surveying & Geomatics AAS program at Clark College in Washington state. Students from these programs may transfer and complete the BS Surveying option program at Oregon Tech.

Portland Community College (PCC) is starting a new Geomatics AAS program. An articulation agreement with this program is anticipated.

Oregon State University (OS) offers Civil Engineering Geomatics M.S., M.Eng., and PhD degrees. OS students with a BS degree in Civil Engineering (ABET/EAC) or Construction Engineering Management (ACCE) who take 16 credit hours of approved civil engineering geomatics courses are eligible to enter the licensure track for registration as a professional land surveyor in Oregon. Some of the OT BS Surveying courses may potentially be used to compliment the OS civil engineering geomatics courses.

The proposed New Location via Online delivery of the Oregon Tech BS Surveying option program will not cause any hardship to these programs.

Evidence of consultation with the Oregon public universities listed above regarding non-duplication of similar programs offered in the same region are listed in Appendix B

Demand

- a. List any similar programs offered at the proposed or nearby location(s).

Idaho State University, and Great Basin College in Nevada are the nearest online BS Surveying programs.

- b. Provide evidence of need for the program at the new location(s).

Evidence of need for the program at the new location are listed in Appendix C

- c. Estimate enrollment and number of graduates over the next five years. Will any enrollment limitation be imposed? If so, how will those to be enrolled be selected?

Estimated headcount by the end of year 3 is 65 students. Since many of these students are working fulltime, this would equate to an FTE of about 26 students.

This is a reasonable estimate considering the University of Maine (UM) online BS Surveying program experience. UM recently offered an online BS Surveying program, with enrollment increasing from 40 to over 120 students.

See the University of Maine press release in Appendix D

3. Personnel

- a. List qualifications of faculty (regular and/or adjunct) who will be involved in delivering the program to the proposed location(s).

The program currently has three FTE faculty who are licensed Professional Land Surveyors or Certified GIS Professionals. Three adjunct faculty support the program. One is a licensed Professional Land Surveyor, one is a Land Surveyor in Training, and the third is a GIS Professional.

These faculty have the capacity to support about 50 online students in addition to the current on-campus enrollment of about 30 students.

No new faculty are required to start this program.

- b. Estimate the number and type of support staff needed to provide the program at the new location(s).

No new support staff are required to offer the Online BS Surveying program.

4. Other Resources

- a. Describe facilities (e.g., buildings, labs, equipment) necessary to offer the program at the new location(s).

No new facilities are required to offer the Online BS Surveying program.

- b. Indicate how library needs will be met.

Oregon Tech students have online access to library facilities.

- c. Indicate how students at the new location(s) will receive student services (e.g., academic advising, financial aid assistance, course registration, access to book/text purchases).

Online students will receive the same advising services as on-campus students via email, online meetings, and telephone meetings. Financial aid and other assistance are available via the same methods. Remote students can register for courses online, and purchase texts and books online.

Geomatics faculty have worked with several place-bound students over the last few years to determine the feasibility of offering an online degree. There have been no significant problems accommodating these students via remote learning. Zoom, Teams, and other online meeting platforms have been refined, with most students currently in a remote learning environment to some degree.

5. Alternative Delivery Methods/Formats

- a. Are alternative delivery methods being used (e.g., distance learning or technology-enhanced)? Please describe.

The proposed New Location BS Geomatics degree will be Online.

Geomatics faculty have worked with several place-bound students over the last few years to determine the feasibility of offering an online degree. There have been no significant problems accommodating these students. Zoom, Teams, and other online conferencing platforms have been refined during the current pandemic, with most students currently in a remote learning environment to some degree.

- b. Will this program be delivered in an alternative format (e.g., weekend, evening, on-site)? Please describe.

The New Location BS Geomatics degree will be offered Online to serve place-bound students currently employed full-time in the surveying industry. These students will typically take lighter course loads, often completing assignments during evenings and weekends.

Some of the field surveying laboratory exercise requirements can be fulfilled by projects they complete for regular employment, or during weekends, using their employer's equipment. A licensed Professional Land Surveyor in their firm or agency will serve as their lab mentor to assist with successful completion of field surveying laboratory exercises.

Oregon Tech students can now access discipline-specific software remotely via the Windows Virtual Delivery (WDV) platform. This will also serve students in the New Location Online program.

6. 40-Mile Radius Rule

"Significant change" to a university's academic program includes, but is not limited to, any new undergraduate or graduate degree program, or any existing undergraduate or graduate degree program that will be offered more than 40 miles from the site at which it is currently offered.

"Significant change" to a university's academic program does not mean a new undergraduate or graduate certificate program, new minor, or a new name for an existing degree program.

Source: Oregon Administrative Rules (OAR) 715-013-0020(1)

The New Location BS Geomatics degree is proposed to be offered Online, with most students located beyond a 40-mile radius of the current Oregon Tech BS Surveying option program located on the Klamath Falls campus. This Significant change will not affect other Oregon University programs, as documented.

Revised May 2016

Appendix A

BS Geomatics, Surveying option - Course Titles and Credits

The Proposed Curriculum is identical to the Current Curriculum

CURRENT CURRICULUM		
Freshman Year - Fall		
GIS 103	The Digital Earth	3
GME 161	Plane Surveying I	4
WRI 121	English Composition	3
MATH 112	Trigonometry	4
	TOTAL:	14
Freshman Year - Winter		
CE 203	Engineering Graphics	3
GIS 134	Geographic Information Systems	3
GME 175	Computations and Platting	3
MATH 251	Differential Calculus	4
WRI 122	Argumentative Writing	3
	TOTAL:	16
Freshman Year - Spring		
GIS 205	Mobile and Web GIS	2
GME 162	Plane Surveying II	4
MATH 252	Integral Calculus	4
SPE 111	Public Speaking	3
	Social Science Elective	3
	TOTAL:	16
Sophomore Year - Fall		
GME 163	Route Surveying	4
GME 241	Legal Aspects of Land Surveying I	3
MATH 254	Vector Calculus I	4
PHY 221	General Physics w/Calculus	4
	TOTAL:	15
Sophomore Year - Winter		
GME 242	Land Descriptions & Cadastre	2
GME 264	Digital Design for Surveying	2
PHY 222	General Physics w/Calculus	4
WRI 227	Technical Report Writing	3
	Social Science Elective	3
	TOTAL:	14
Sophomore Year - Spring		
GME 372	Subdivision Planning and Platting	3
MATH 361	Statistical Methods I	4
PHY 223	General Physics w/Calculus	4
	Humanities Elective	3
	TOTAL:	14

Junior Year - Fall		
GIS 306	Geospatial Raster Analysis	4
GME 343	Boundary Surveys	4
MIS 113	Intro to Database Systems	3
WRI 327	Advanced Technical Writing	3
	Social Science Elective	3
	TOTAL:	17
Junior Year - Winter		
GIS 316	Geospatial Vector Analysis I	4
GME 466	Legal Aspects of Land Surveying II	3
SPE 321	Small Group and Team Communication	3
	ENV/GIS/GME Elective	4
	Math Elective	3
	TOTAL:	17
Junior Year - Spring		
BUS 226	Business Law	3
GME 351	Construction & Engineering Surveying	3
MGT 345	Engineering Economy	3
GME 444	Adjustment by Least Squares	4
	Humanities Elective	3
	TOTAL:	16
Senior Year - Fall		
BUS 304	Engineering Management	3
GME 425	Remote Sensing	4
GME 451	Geodesy	4
MIS 118	Intro to Programming in C#	4
	TOTAL:	15
Senior Year - Winter		
GME 452	Map Projections	3
GME 454	GNSS Surveying	4
	Science Elective	4
	Social Science Elective	3
	TOTAL:	14
Senior Year - Spring		
GME 468	Geomatics Practicum	2
	Business Elective	3
	Humanities Elective	3
	Science Elective	4
	TOTAL:	12
DEGREE TOTAL:		180

Appendix B

Evidence of Consultation with other Universities Regarding Non-Duplication or Undue Hardship



Oregon State University
College of Engineering

**School of Civil and
Construction Engineering**
Oregon State University
101 Kearney Hall
Corvallis, Oregon 97331-2409

P 541-737-4934
F 541-737-3052
cce.oregonstate.edu

2/16/2021

Jack Walker
Oregon Tech
3201 Campus Drive
Klamath Falls, OR 97601-8801
jack.walker@oit.edu
TEL 541.885.1511

Dear Professor Walker,

I write this letter in support of the online BS Surveying degree and courses to be offered through Oregon Tech. The expansion of these online courses at Oregon Tech will not result in any hardship to our program. At OSU, we offer a variety of surveying courses in Civil and Construction Engineering and Forestry but do not have a BS Surveying degree program equivalent to the one at Oregon Tech. Students in our Civil and Construction Engineering and Forestry Engineering programs are able to take sufficient surveying courses as they pursue their degrees to become licensed as Professional Land Surveyor's in their careers. We also offer graduate MENG, MS, and PhD degrees in Civil Engineering Geomatics.

There is a fundamental need for more surveyors in the state of Oregon and beyond. This starts with expanded education opportunities. These online course and degree offerings by Oregon Tech will help address these workforce shortages.

Sincerely,

Michael Olsen, PhD
Geomatics, School of Civil and Construction Engineering
Oregon State University

Jack Walker

From: Clay Baumgartner <Clay.Baumgartner@umpqua.edu>
Sent: Friday, February 5, 2021 12:42 PM
To: Jack Walker
Subject: Re: [EXTERNAL] OT Online Surveying program.

Jack:

Looks good on UCC end.

Let us know when approved.

Thank you,

Clay

From: Jack Walker <Jack.Walker@oit.edu>
Sent: Friday, February 5, 2021 12:39 PM
To: takent@comcast.net; Clay Baumgartner; Olsen, Michael J
Cc: Mason Marker
Subject: [EXTERNAL] OT Online Surveying program.

[EXTERNAL SOURCE] Stop, Think, Verify.

This email originates from an external source. Please be cautious before clicking on any links and/or opening any attachments.

All,

I hope you are all well, under the circumstances.

We are seeking formal approval to (finally) offer the Oregon Tech BS Surveying program online. It will follow the model used by the programs at Elko, NV and U Maine, in that students must have access to surveying field equipment and software, as well as a LS to serve as a mentor to administer the field labs.

HECC requires that we "Provide evidence of consultation with other public universities regarding non-duplication of similar programs offered in the same region, or ones that will cause undue hardship to another public university." Find a proposed statement below.

The Oregon Tech (OT) Surveying program is the only program in the state, and one of a few in the region.

The program has articulation agreements with the Surveying & Geomatics AS program at Umpqua Community College (UCC) in Oregon, and the Surveying & Geomatics AS program at Clark College in Washington state. Students from these programs may transfer and complete the BS Surveying program at Oregon Tech.

1

Oregon State University (OS) offers Civil Engineering Geomatics M.S. and M.Eng. degrees. OS students with a BS degree in Civil Engineering (ABET/EAC) or Construction Engineering Management (ACCE) who take 16 credit hours of approved civil engineering geomatics courses are eligible to enter the licensure track for registration as a professional land surveyor in Oregon. Some of the Online OT BS Surveying courses may potentially be used to complement the OS civil engineering geomatics courses.

The proposed New Location via Online delivery of the OT BS Surveying program will not cause any hardship to the OS graduate degree programs.

Let me know if this statement is correct, or if changes are needed.

We would appreciate a statement (on university letterhead) from each of you supporting our online BS Surveying degree for HECC documentation.

Thanks,
Jack Walker

Jack A. Walker, PLS
Professor and Chair
Department of Geomatics
Oregon Tech
3201 Campus Drive
Klamath Falls, OR 97601-8801
jack.walker@oit.edu
TEL 541.885.1511



pcc.edu • 971-722-6111
P.O. Box 19000, Portland, OR 97280-0990

An Affirmative Action, Equal Employment
Opportunity Institution

February 18, 2021

To Whom it May Concern,

I am writing to express my support of the online Bachelors of Science in Geomatics with a Surveying option at Oregon Institute of Technology. This will be a great opportunity for students in the Portland Metro area who want to continue studying Geomatics and Surveying to earn a Bachelors degree. Having more programs available throughout the state will make studying Geomatics and Surveying more accessible for a wider and more diverse group of students.

Sincerely,

A handwritten signature in cursive script that reads "Christina Friedle".

Christina Friedle
Geography & GIS Faculty and Department Chair
christina.friedle@pcc.edu
971.722.4072

Appendix C

Provide Evidence of Need for the Program at the New Location

CECOP Surveying Taskforce Memo – October 16, 2020

(This updates the Sept 30th memo with info from OSBEELS (in blue))

To: Andy Braun – CECOP President

From: CECOP Surveying Taskforce – Steve Townsen (PBOT), Curt Vanderzanden (KPFF), Troy Tetsuka (KPFF), Mark Hawkins (PBOT), Paul Wirfs (ODOT), Jill Larson (ODOT), Chris Pucci (ODOT), Chris Glantz (ODOT), Sky Thomas (Parametrix), Pat Gaylord (HHPR), Chris Moorhead (Springfield), Tim Kent (Clark College)

Background: The CECOP Surveying Taskforce was formed to support getting more students interested in Surveying and subsequently into internships and permanent positions. Based on information from the Oregon State Board of Examiners for Engineering and Land Surveyor (OSBEELS), the number of licensed surveyors has been in significant decline over the past 20 years.

Year	# of Licensed Surveyors	
2000	2100	
2011	1487	
2014	1022	
2017	963	(711 Oregon residents)
2018	875	(640 Oregon residents)
2020	774	(665 Oregon residents)

Breakdown by age groups:

- 21-30: < 1%
- 31-40: 10%
- 41-50: 21%
- 51-60: 26%
- 61 and over: 43%

Executive Summary: The taskforce met four times and discussed ways to get students informed, aware and interested in Surveying. We feel a multipronged attack for involving students and teachers holds the most potential for making an impact. The options that we have identified that we believe would have the biggest “bang for the buck” and would be the easiest to implement are below:

Excerpt of the memorandum from CECOP Memo describing the shortage of licensed land surveyors in Oregon.

Jack Walker

Subject: FW: NCEES Surveying Research Project

From: Marisa Trzemzalski <mtrzemzalski@ncees.org>
Sent: Wednesday, January 27, 2021 12:40 PM
To: Jack Walker <Jack.Walker@oit.edu>
Subject: NCEES Surveying Research Project

Hi Jack,

Hope you are well. I wanted reach out to let you know about a research initiative NCEES has just begun in regard to the survey profession. We have partnered with a research firm, McKinley Advisors, to conduct a study around resources, information, and initiatives that will ultimately raise awareness and boost workforce development numbers for the surveying profession. We'll be talking with various groups for our research – teachers, guidance counselors, current surveyors, surveying students, etc. We'll also be talking to educators, like yourself. I wanted to first make you aware that this is happening and that someone from McKinley Advisors may be reaching out to you in the next few months to participate in taking a survey. I also wanted to check with you to see if there was anyone else in your organization who taught surveying classes or anyone involved in your school's surveying program (educators or administrators) that may be beneficial to receive the survey as well. If so, would you mind sharing their name and contact information with me?

Thank you,
Marisa Trzemzalski

From: Marisa Trzemzalski <mtrzemzalski@ncees.org>
Date: Friday, December 4, 2020 at 9:43 AM
To: "jack.walker@oit.edu" <jack.walker@oit.edu>
Subject: NCEES Surveying Education Award and Speaker's Kit Information

Hello Jack,

I'm Marisa Trzemzalski, and I recently joined the NCEES team over the summer. At NCEES I am responsible for marketing and outreach to the surveying community. I believe you oversee the Surveying program at Oregon Institute of Technology, and I wanted to reach out to introduce myself and share a few initiatives that we've been working on that may be of interest to you and your surveying students. If you are not the correct person to receive this information, I would appreciate you connecting me with the appropriate person in your organization who may find this valuable.

The first initiative is our NCEES Speaker's Kit for Surveyors, which you may find helpful in your teachings. You can find the speaker's kit on our website at: <https://ncees.org/education/ncees-speakers-link-and-speakers-kit/>. This kit is a free resource that we hope you will take advantage of. There is also a link if you are in need of a surveying speaker to come and talk to your class as well. We are happy to help arrange for this.

Appendix D

University of Maine Online BS Surveying Technology program

The national shortage of professional land surveyors, and need for online BS Surveying education, is documented by the press release below, demonstrating the need for online program delivery.

Educating the Surveyor
The Online Degree at the University of Maine
by
Knud E. Hermansen
P.L.S., P.E., Ph.D., Esq.

Introduction: In 2018, the University of Maine gave the Surveying Engineering Technology (SVT) program permission to offer an online degree in surveying in conjunction with the resident surveying program. The enrollment in the undergraduate (live and online) SVT program has jumped from approximately 40 students to over 120 students in two years. The majority of the students in the surveying program are enrolled in the online surveying program.

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third-year estimates should be in dollars adjusted for inflation. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

College/University:

Program:

I. PLANNED STUDENT ENROLLMENT

	FY 0		FY 1		FY 2		FY 3	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments to institution	4	10	6	15	16	40	26	65
B. Enrollment from existing programs	11	11	11	11	11	11	11	11
	15	21	17	26	27	51	37	76

II. REVENUE

	FY 0		FY 1		FY 2		FY 3	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Institution Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Federal (e.g. grant, appropriation)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. New Tuition Revenues from Increased Enrollment	\$14,739	\$0	\$14,739	\$0	\$58,957	\$0	\$95,805	\$0
5. Student Fees	\$3,291	\$0	\$4,937	\$0	\$13,165	\$0	\$21,393	\$0
6. Other (e.g., Gifts, Program Revenue)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$18,030	\$0	\$19,676	\$0	\$72,122	\$0	\$117,198	\$0

Budget Note: I. A. Enrollments are assumed to be full time; therefore FTE=headcount

Note: New enrollments in the New Location (online) are assumed to be working individuals, who will enroll part-time, using an estimate of 0.4 FTE per student.

Note: The classroom and online course sections will be combined, and will not generate additional faculty workload.

III. EXPENDITURES

	FY 0		FY 1		FY 2		FY 3	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE (total for all personnel types)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2. Faculty	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Adjunct Faculty	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. Grad Assts	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Research Personnel	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Directors Administrators	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7. Administrative Support Personnel	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8. Fringe Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9. Other:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Notes:

III.A.2. Faculty Salaries are increased by __N/A__% each year

III.A.8. Fringe calculated as __N/A__%

Note: The geomatics department can accommodate about 80 students with no additional faculty or personnel costs.

	FY 0		FY 1		FY 2		FY 3	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Professional services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Other services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. Communications	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Materials & supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Rentals	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7. Materials & goods used for product sale (e.g. fabrication auto repair) Please reflect revenue in II.6	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8. Marketing materials and advertising	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9. Miscellaneous:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Note:

III.B.8. \$_____K of operating expense is provided for each new faculty line

Note: The New Location (online) students will not increase equipment or other expenses.

	FY 0		FY 1		FY 2		FY 3	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
D. Capital Facilities Construction or Major Renovation								
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
E. Indirect Costs (overhead)								
Note: No capital outlays are needed to support the New Location (online) enrollment.								
1. Utilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Maintenance & repairs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Indirect Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Net Income (Deficit)	\$18,030	\$0	\$19,676	\$0	\$72,122	\$0	\$117,198	\$0

Note: No additional indirect costs are anticipated to support the New Location (online) enrollment.

ACTION ITEM

Agenda Item No. 4.2

Recommendation to the Full Board to recommend to the Provost's Council approval to offer a Graduate Certificate in Integrated Behavioral Healthcare and Medical Family Therapy within the MS Marriage and Family Therapy Program

Background

The MS Marriage and Family Therapy is currently offered on the Klamath Falls campus. The proposal is to offer a Graduate Certificate in Integrated Behavioral Healthcare and Medical Family Therapy on the Klamath Falls campus to differentiate our program.

The requirements for the certificate are currently embedded in the MS MFT degree.

Staff Recommendation

Staff recommends the Academic Quality and Student Success Committee recommend to the full board a recommendation to the Provost's Council approval to offer a Graduate Certificate in Integrated Behavioral Healthcare and Medical Family Therapy within the MS Marriage and Family Therapy Program.

Attachments

Detailed Proposal



Curriculum Proposal Cover Sheet
for New Degrees, New Location of Existing Programs
Substantial Program Revisions, etc.

Approval to Proceed / Final Approval

Department Humanities & Social Sciences Program MS Marriage & Family Therapy
Submitter's name Kevin C. Garrett Phone 541-885-1010 Email kevin.garrett@olt.edu
Implementation requested for academic year 2020-2021 Date submitted 12/20/2019

Type of curriculum proposal:

☐ New degree program ☐ Minor ☐ Degree option
☐ New location of existing program ☒ Certificate ☐ Specialization
☐ Substantial program revision ☐ Other

Abstract of the proposal:

This proposal seeks approval of the Graduate Certificate (GC) in Medical Family Therapy (MedFT) within the MS Marriage & Family Therapy (MS MFT) program on the Oregon Tech Klamath Falls campus. The courses for the GC in MedFT are already embedded within the MS MFT curriculum. If approved, the GC in MedFT will serve to differentiate our program, thus increasing our ability to recruit, seek external funding, and build community partnerships with institutions such as Cascade Health Alliance and the OHSU Rural Campus.

Signatures below constitute Approval to Proceed in the curriculum proposal process:

Date: 1/21/20 Approved by [Signature] Department Chair
Date: _____ Reviewed by See Approval to Proceed Appendix Budget and Resource Planning Director
Date: 1-28-20 Approved by [Signature] Dean
Date: 2/11/20 Approved by [Signature] Provost

Signatures below constitute Final Approval of this proposal:

Date: 3/3/20 Approved by [Signature] Department Chair
Date: 4/8/20 Approved by [Signature] Dean
Date: 4/2/20 Approved by [Signature] Graduate Council Chair
Date: 12/08/2020 Approved by [Signature] Provost
Date: _____ Approved by Oregon Tech Board of Trustees
Date: _____ Approved by Provost Council
Date: _____ Approved by HECC
Date: _____ Approved by NWCCU

Full Proposal

Proposed Program: Graduate Certificate in Integrated Behavioral Healthcare & Medical Family Therapy*

**Please note this is the new proposed title for the graduate certificate. On the Request for Approval to Proceed form for this certificate, this was originally proposed as the "Graduate Certificate in Medical Family Therapy." We are making this change due to terms frequently used in the market for this specialized training.*

Program Narrative

As It Will Appear In The Catalog

As the only graduate certificate of its kind offered in the State of Oregon, the Graduate Certificate in Integrated Behavioral Healthcare & Medical Family Therapy at Oregon Tech will help meet the growing demand for qualified mental health professionals who are well-trained to work in integrated care settings, thus making students marketable and sought after, in addition to helping fill the need for health care professionals in southern Oregon and other underserved areas of the nation.

The Graduate Certificate in Integrated Behavioral Healthcare & Medical Family Therapy is embedded within the M.S. Marriage and Family Therapy (MFT) Program's curriculum. The Graduate Certificate in Integrated Behavioral Healthcare & Medical Family Therapy is currently open to students admitted to the M.S. Marriage and Family Therapy Program and is a 12-credit, four-course sequence that trains Oregon Tech's MS MFT students to specifically work within an integrated behavioral health model.

Titles given to those with this specialized training are "Behavioral Health Clinician," "Behavioral Health Practitioner," "Integrated Behavioral Health Therapist," or "Medical Family Therapist." Those with this certificate will typically work in integrative healthcare or collaborative healthcare settings, wherein they collaborate closely with primary care and medical providers, as well as other helping disciplines, to help patients and their families. They typically work in hospitals, doctors' offices, other medical settings, private practice offices, and community mental health agencies. Students who complete the necessary coursework within the M.S. MFT Program at Oregon Tech, which means earning a grade of "A" or "B" in each course, will earn the Graduate Certificate in Integrated Behavioral Healthcare & Medical Family Therapy.

Curriculum Map

Graduate Certificate in Integrated Behavioral Healthcare & Medical Family Therapy Course Series

The Graduate Certificate in Integrated Behavioral Healthcare & Medical Family Therapy is a 12 credit, four-course sequence that provides specialized training in systemic integrated behavioral healthcare. The following courses comprise the four-course series and are already required by the M.S. (MS) Marriage and Family Therapy (MFT) program*. Students must pass each class with a grade of "A" or "B."

- MFT 510: Introduction to Marriage & Family Therapy – Fall Term – Year 1 (3 credits)
- MFT 566: Medical Family Therapy in Rural Areas I – Fall Term – Year 2 (3 credits)
- MFT 568: Medical Family Therapy in Rural Areas II – Winter Term – Year 2 (3 credits)
- MFT 562: Rural Considerations in Substance Abuse Treatment and Prevention – Spring Term – Year 1 (3 credits)

**Syllabi for the four courses in the Graduate Certificate in Integrated Behavioral Healthcare & Medical Family Therapy series are found in the Appendix section at the end of this document.*

Course Forms: For Changing, Adding, Removing Courses

There are no needed course change forms. The four-course, 12-credit series for the Graduate Certificate in Integrated Behavioral Healthcare & Medical Family Therapy, as presented herein, was previously approved by Graduate Council during the fall term of 2019. No changes are being made or proposed to these currently approved courses within the MS MFT Program.

Consultation with Other Departments

The four-course series for the Graduate Certificate in Integrated Behavioral Healthcare & Medical Family Therapy is already being offered within the MS MFT Program and required of students within this graduate program. There are no other departments at Oregon Tech affected by offering the Graduate Certificate in Integrated Behavioral Healthcare & Medical Family Therapy.

Accreditation/Advisory Concerns

There are no foreseeable accreditation or advisory concerns. The Graduate Certificate in Integrated Behavioral Healthcare & Medical Family Therapy is embedded within the MS MFT program. The MS MFT curriculum has been designed to meet the accreditation standards for the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and the educational requirements of the Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT), which licenses Marriage and Family Therapists in the state. As a new program, the MS MFT is not yet able to stand for accreditation, as it has not graduated enough students. However, we are currently preparing for accreditation when eligible. In the meantime, our students are eligible to become LMFT Registered Interns with the State Board of Licensed Professional Counselors and Therapists, the state board for licensing of Marriage and Family Therapists.

Assessment Plan

The impact of awarding a Graduate Certificate in Integrated Behavioral Healthcare & Medical Family Therapy (MedFT) to our MS MFT graduates will be measured by tracking the number of graduates seeking and finding employment in MedFT-related positions and the starting salaries of these positions.

As with other learning outcomes in the MS MFT program, learning objectives in Graduate Certificate in Integrated Behavioral Healthcare & Medical Family Therapy courses will be assessed and the results included in annual MS MFT Assessment Reports. Results will be measured using both direct and indirect measures.

Budget

Stephanie Pope, AVP FO, has determined that “based on our conversation, it sounds like the courses involved in this new graduate certificate program already exist and have resources currently committed to them. Assuming no programmatic changes (or wild success of the ‘definition’ of these programs being more

defined) and with the continued support of your Dean there would be no additional budget needed.” See appended email from Ms. Pope on the last page of the Appendix section.

The Graduate Certificate in Integrated Behavioral Healthcare & Medical Family Therapy consists of courses that are embedded in the existing MS MFT program. No additional budget will be necessary to offer the coursework of this program. Please see Stephanie Pope’s attached email on the last page of the Appendix section supporting this.

MS MFT, as part of a larger HSS effort this year, is working closely with MarCoPA to develop new marketing materials and strategies. So far, this has included updating collateral materials, radio spots, web optimization, and campus visits by MS MFT faculty. As our students are not traditional undergraduate degree seeking students, our marketing efforts for MS MFT do not easily piggy-back on general Oregon Tech marketing efforts. To date, expenses related to these activities have been funded from general HSS indexes.

APPENDIX

Order of Syllabi:

- MFT 510: Introduction to Marriage & Family Therapy
- MFT 566: Medical Family Therapy in Rural Areas I
- MFT 568: Medical Family Therapy in Rural Areas II
- MFT 562: Rural Considerations in Substance Abuse Treatment & Prevention

Email from Stephanie Pope about Budget



Oregon Institute of Technology
MS MFT 510

Introduction to Marriage and Family Therapy

Fall 2019

Instructor Name: Kevin C. Garrett, Ph.D., LMFT, AAMFT Approved Supervisor

Office: Semon Hall 105 (SE 105)

Phone: 541-885-1010*

Email: kevin.garrett@oit.edu*

Office Hours:

Wednesdays, 1:00-3:00 PM**

Thursdays, 12:00-2:00 PM**

***If these times do not work for your schedule, please email me and we will work out a time to meet that will work with both our schedules.*

Best Way to Contact:

Email is the preferred way to contact me. If you email me, I require that you use appropriate grammar, spelling, punctuation, and upper and lower case. Please do not write an email like you are texting me. Remember, the tone of an email is hard to decipher. Therefore, please proof read your email before sending it to me. Make sure your emails and correspondence to me are respectful. My correspondence and communication with you will always be respectful. You can call me on my office phone as well. I am generally very prompt in replying to your emails or voicemails.

NOTE: It is important that you check your OIT email daily, as this is how I will send course correspondence and updates.

**It is my policy to return emails and voicemails within 24 business hours, unless I am out of the office, traveling, or ill. I typically do not check emails over the weekend. If you leave me an email over the weekend, I will reply to you on Monday. The same policy applies to voicemails left over the weekend.*

PLEASE KEEP A COPY OF THIS SYLLABUS FOR YOUR RECORDS.

Catalog Course Description:

Introduction to the history and philosophy of family therapy, including foundational theories, professional roles and functions, and integrated behavioral health care systems, including interagency and inter-organizational collaboration and professional consultation.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

MFT 510.1 - Describe the history and philosophy of the marriage and family counseling and therapy profession and its specialty areas

MFT 510.1 a - Describe the historical development of the relational/systemic perspective and contemporary foundations of MFTs

MFT 510.2 - Describe the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation

MFT 510.2 a - Describe the roles and functions unique to Rural Mental Health care

MFT 510.2 b - Describe the roles and functions unique to Medical Family Therapy

MFT 510.3 - Describe current labor market information relevant to opportunities for practice within the profession

MFT 510.6 - Describe the "Self of the Therapist" training philosophy

MFT 510.6 a - Begin to apply "Self of the Therapist" philosophy to their own professional development

MFT 510.7. - Describe bio-psycho-social approaches to healthcare.

MFT 510.8. - Describe how to work collaboratively as members of holistic medical teams.

MFT 510.9. - Describe how students' own experiences with health and illness may affect their clinical work.

Course Format: Face-to-Face

Credit Value: 3

Required Materials:

The following (below) textbooks are required for this course. Other articles and additional readings may be given to students in class and/or posted in the course Canvas shell. All additional readings will be announced in class, and via Canvas and email.

Landers, A. L., Patton, R., & Reynolds, M. (Eds.) (2016). *Family therapy glossary* (4th ed.).

Alexandria, VA: American Association for Marriage and Family Therapy.

McDaniel, S. H., Doherty, W. J., & Hepworth, J. (2014). *Medical family therapy and integrated care*

(2nd ed.). Washington, DC: American Psychological Association. ISBN-13: 978-1-4338-

1518-8 (hard cover). ISBN-13: 978-1-5328-7762-9 (paperback).

Wetchler, Joseph L., & Hecker, Lorna L. (2015). *An introduction to marriage and family therapy*

(2nd ed.). New York: Routledge. ISBN-13: 978-0415719506 (paperback).

Class Format:

This face-to-face class will be taught using a variety of teaching methods to better serve the myriad of student learning styles. Material will be presented to students using PowerPoint and other delivery methods; large- and small group discussions and activities will be utilized; videos, media, and news may be used to apply course material to real-life issues. Much of the course material, including PowerPoints, will be posted to the course Canvas shell. Students will also be able to utilize Canvas to track their grade in the course.

Course Requirements:

PROFESSIONALISM:

It is expected that students will address concerns directly with faculty and/or fellow students before bringing concerns to other faculty or university staff or administration. Directly addressing concerns with those directly involved is a hallmark of professionalism. Please remember that you will be representing the MFT profession and Oregon Tech while you're a student as well as when you complete your degree. Therefore, you are expected to act in ways that are above reproach.

FULL-TIME GRADUATE STUDY: OBLIGATIONS AND PRIVILEGES

ATTENDANCE REQUIREMENTS

Attendance requirements for students or penalties for missing classes appear on course syllabi. A policy, clearly outlined at the outset of the course, may prevent any misunderstandings; a hastily composed policy after a student's repeated absences can cause needless friction.

Unlike undergraduate education programs, Oregon Tech's MS MFT program is a clinical training graduate program ~ heavily experiential, interactive and relational, with one class building on the previous class. Students must attend, and fully participate in every meeting of each class, on time. Class participation is both an obligation and a privilege.

Because the MFT program recognizes the diverse responsibilities of adult learners, and recognizes that unexpected and unavoidable absences may occur, the following class attendance policies have been developed.

- The three credit hour graduate course is universally understood to mean 30 hours of face-to-face classroom work across the course of one academic term, or its equivalent in online and blended courses.
 - Final grades reflect participation in the 30 hours of required classroom instruction.
 - Missing more than 10% of the face to face components of any course will make it difficult to earn an "A" in the course.

MISSED CLASSES MEAN LOWER GRADES

Absence from more than 10% of live course components, for any reason, may result in a lower final grade.

- For example, students with a final grade of "A", may receive a "B". Students with a final grade of "B", may receive a "C".
- In all cases, the student must notify the instructor as soon as possible if an absence or tardiness cannot be avoided.
- Opportunities to "make up" missed course experiences are seldom possible; and may, or may not, be arranged at the discretion of the instructor.

FEW EXCEPTIONS

Exceptions to these attendance policies, involving extreme circumstances, are very unusual. Exceptions may be considered on a case by case basis.

Extreme circumstances may include

- Death or major illness in a student's immediate family
- Illness of a dependent family member
- Illness that is too severe or contagious for the student to attend class
- Required participation in an authorized professional activity related to the field (e.g., attendance at conferences, academic presentations)
- Required participation in military duties
- Participation in legal proceedings that require the student's presence
- Religious holy day

Extreme circumstances do not include

- Struggles with time management
- Forgetfulness
- "Self-care"
- Misunderstood expectations
- Family birthdays or other family celebrations
- Activities of family members
- Travel
- Vacations

CONSEQUENCES OF EARNING LESS THAN A FINAL GRADE OF B

- Because the curriculum is sequential, with one course building on another, students must earn a B or better in each course before progressing to the next course in the sequence.
- Students may formally petition the MS MFT Director to repeat a course in which less than a B is earned. (Students must contact the MS MFT Director to obtain the required petition form.)

- Students granted permission to repeat a course will be placed on a leave of absence from the program until the course is next offered. Courses are offered once annually.

COURSEWORK PREPARATION: FULL TIME GRADUATE STUDY

The MS MFT program is a rigorous full time graduate program, requiring a commitment of at least 36 hours of study weekly.

- For each hour in class, students can anticipate that they will spend at least 3 additional hours a week preparing for class.
 - For one 3 credit course, this is a total of at least 12 hours a week
 - For three 3 credit courses, this is a total of at least 36 hours a week

COURSEWORK EXPECTATIONS: ASSIGNMENTS

Students must come to each class meeting fully prepared for well-informed class participation, with completed assignments

- Students must complete all assignments, readings, etc., as they are due, as indicated by each instructor in each course syllabus
 - Unless instructors have indicated otherwise in their course syllabi, late assignments will not be accepted, reviewed or graded. Missed assignments mean lower final grades.

Approval for late assignments may be awarded in the case of extreme circumstances. See above for examples of extreme circumstances. Students may formally petition the course instructor to allow for late submission of assignments, who may or may not approve late submission.

TARDINESS POLICY

Instructors will consider repeated late arrivals and early departures as absences, which will result in a lower grade.

Assignments:

The following assignments are required this term. Students are expected to turn in assignments by their respective due dates. While students are expected to keep up with assignments, I am aware that unforeseen circumstances arise, which may prevent students from completing an assignment on time. However, these should be rare occurrences (if this becomes a pattern, faculty may talk with the student). If an emergency situation arises, which prevents you from completing an assignment on time, please speak with me immediately. If I feel the reason is valid, I will give you an opportunity to submit it at a later date. If your assignment is not turned in by the new deadline

given to you, you will lose points on the assignment. Each extension given by me will be handled on a case-by-case basis and I reserve the right to approve or not approve of the extension. If you turn in an assignment late, I will deduct 15% (of the total points possible on the assignment) per consecutive day it is late. If you submit an assignment after 11:59 PM on the day it is due, it will be counted as late. For example, if you turn your paper in 2 days late, 30% will be deducted on it. Unless otherwise instructed by me in the syllabus (or in the instructions for each specific assignment), each paper needs to be written in APA style. Refer to the American Psychological Association (2019) Publication Manual or Purdue University's Owl APA Style website (<https://owl.english.purdue.edu/owl/resource/560/01/>) for help with writing in APA style. Unless I specify otherwise, I will return your graded assignments to you within 7 consecutive days of the due date.

Assignment #1: Person/Self of the Therapist Philosophy Paper. Worth 50 points.

Based upon what we have discussed in this class and from the readings regarding person/self of the therapist, you will type up a paper in response to the below questions. This paper will be approximately 3-4 pages long (no longer than 5 pages; double spaced, per APA style). Be sure to use the following questions as headings and then type your responses under each heading. Be sure to use citations and a References page when summarizing or quoting other people. Use full sentences and paragraphs in responding to questions. Also, be sure to address each of these items/questions in your paper (or else points will be deducted):

1. What is meant by a "person of the therapist" framework or philosophy?
2. What does a person of the therapist framework mean to you?
3. Why is it important to discuss and be aware of person of the therapist, even as early as this first term?
4. What helped you decide to start this program and to become an MFT? Succinctly, share what led you to want to become an MFT. Only Dr. Garrett will read this paper (unless you tell me that you're going to harm yourself or someone else).
5. What client issues might stir up person of the therapist issues for you (i.e., What client issues might "trigger" you personally)? How can you appropriately deal with these times when this happens, or prevent these times from happening in the first place?
6. How will you personally, appropriately, ethically, and professionally (please address each of these, though some may overlap) use person of the therapist in your future practice as an MFT?
7. How does self-care and personal work (i.e., taking part in your own therapy) relate to a person of the therapist philosophy?

Assignment #1 is due by 11:59 PM pacific on Tuesday, October 29, 2018. It is worth 50 points. You will submit (upload) your typed assignment through Canvas. It is also good practice to email this assignment to me right after you submit it in Canvas, in case it doesn't submit properly through Canvas. Be sure your name and the assignment title is included in the file name you give this assignment when saving it (for example, I would save my paper as follows: "Garrett_K_Assignment 1.docx". Save your paper in MS Word (.docx) or a PDF file format (.pdf) before submitting it.

Assignment #2: Mental Health Professional Interview Paper. Worth 75 points.

This assignment will be conducted (i.e., the interview completed) and then typed up. There are 2 parts to this written assignment. Your completed paper will be comprised of the 2 parts and will be approximately 4-6 pages in length (no longer than 7 pages; double spaced, per APA style).

For Part 1 of this assignment, you will conduct a 15-minute minimum interview (please no longer than 30 minutes) with a mental health professional and then will type this up. **Your interview needs to be done in person.** I prefer that you interview a licensed marriage and family therapist/counselor (LMFT), but it needs to be someone in the Klamath Falls or a surrounding community. However, you may also interview a licensed professional counselor, licensed clinical social worker, licensed/clinical psychologist, licensed alcohol and drug counselor, or psychiatrist if you are not able to interview an LMFT. Please be respectful of this person's time and ask them well in advance of the due date to take part in the interview. It is also preferred that this mental health professional is currently practicing. Be sure to address each of the following items/questions in your interview with the mental health professional:

1. Their name.
2. Their licensing credential(s) (i.e., LMFT, LPC, CADC, Clinical Psychologist, etc.), their level of education (i.e., master's degree, Ph.D., Psy.D., M.D.), and any specialized training (i.e., certificates, additional trainings – EMDR, for example) they have received.
3. How long they've been in their current clinical practice. How many total years they have been in clinical practice in their lifetime.
4. If they are comfortable (they do not have to answer this) telling you, what their annual salary is from their current clinical work/job **and/or** what clinicians in their field are typically paid for a year in the Klamath Falls area.
5. Their current responsibilities as a clinician (those in addition to doing therapy/counseling).

6. The setting in which they work (i.e., community mental health, private practice, hospital, etc.) and others they have worked at in the past, if they've worked in other jobs.
7. The wisdom they would like to impart to an emerging MFT/student (i.e., making time for self-care and other areas of life outside of work, etc.).
8. What various settings and/or jobs can someone with their credentials work in?
9. How they view the importance of collaborating with other mental health professionals and disciplines (i.e., collaborating/communicating with parole/probation officers, medical personnel, etc.).
10. What agencies and other professionals do they often collaborate, associate, and/or work with?
11. How their training and role is different from that of other disciplines/professions (i.e., if they're an LMFT, how their training was different from their LPC counterparts; vice-versa for LPCs, psychologists, etc.).
12. What important specific concepts and interventions do they often use and/or observe in their clinical work (e.g., equifinality, joining, building rapport, reflective listening, linear causality, circular causality, reframing, paradoxical interventions, family hierarchies, cognitive distortions/thinking errors, etc.)?
13. What led them to become a mental health professional?
14. What do they do for self-care and why is self-care important to them?
15. Any last-minute things they'd like to share as the interview wraps up?

You can audio- or video record your interview (if you utilize one of these recording methods, be sure you get permission from the person being interviewed first) or take notes about how they respond to each of the above questions/things. Then, in Part 1 of your paper you will **type up a reprint** each of the above questions/items and then **summarize their responses to each question/item underneath each question/item**. In your paper, reprint the questions exactly how you asked them. However, the responses do **not** need to be typed up exactly how the interviewee worded them (i.e., they do not need to be verbatim). In fact, I prefer that you summarize the responses. Share the important parts of their responses in your summaries. However, use full sentences when giving their responses to questions.

For Part 2 of this assignment and in the same paper as Part 1, you will type up your responses to the following questions (**reprint each of the following questions and then type up your responses under each of them**) based upon your experiences, feelings, and observations while you conducted the interview in Part 1:

1. What did you specifically learn from conducting this interview? If you learned something new, what specifically did you learn? If you didn't learn something

new, what other questions could you have asked so you could have learned something new?

2. How will you use the new knowledge (as mentioned in question #1 above) in your future career as an MFT? If you were reminded of things you already knew, how will you use this knowledge, of which you were reminded?
3. Does the individual you interviewed seem satisfied with their job? Why or why not? (Do NOT answer this question only using "yes" or "no"; be sure to explain why the individual does or doesn't seem satisfied with their job.)
4. What was happening internally for you as you interviewed this person (i.e., the interview piqued your anxiety, you were excited as they answered your questions, you felt a connection to this person, your experiences resonated with theirs, etc.)? Be specific and explain why you think you reacted this way.
5. After conducting the interview, do you have an idea of the setting in which you would eventually like to work? If yes, which setting and why? If not, what different settings are you considering and why?
6. What other impressions and thoughts did you have as you conducted the interview and completed this assignment?
7. What other things would you want to ask this person if given the opportunity?

Assignment #2 is due by 11:59 pm pacific on Tuesday, November 26, 2019. It is worth 75 points. You will submit (upload) your typed assignment through Canvas. It is also good practice to email this assignment to me right after you submit it in Canvas, in case it doesn't submit properly through Canvas. Be sure your name and the assignment title is included in the file name you give this assignment when saving it (for example, I would save my paper as follows: "Garrett_K_Assignment 1.docx"). Save your paper in MS Word (.docx) or a PDF file format (.pdf) before submitting it.

Assignment #3: Assigned Individual Discussion Board Topic and Responses. Worth a total of 40 points.

There are 2 parts to this assignment. On the first day of class, each student will select one discussion board topic/question (I will have a list of these to choose from) related to the history of MFT, as well as important contributors to this prolific field. With these assigned on the first day of class, this will give students ample time to research the topic/question before it is due. These topics will be posted in Canvas under "Discussion Board".

- For Part 1 of this assignment, each student will type a well-informed, well-researched response (keep your response succinct and limited to 1200 – 1500 words or less) to their assigned topic/question by the due date for Part 1. **Part 1 (your**

response to your assigned topic/question) is due by 11:59 PM pacific on Tuesday, November 26, 2019.

- For Part 2 of this assignment, each student needs to respond to at least 2 other classmates' discussion posts/responses. Your responses don't need to be lengthy, but one-sentence or one-word replies are not acceptable. Be sure to show that you put some thought into your responses. When you make comments about a classmate's post, be sure to be respectful and polite, even if you disagree. You can pose more questions based upon what they said or can ask for clarification in your response. What I'm hoping will happen is that this will be a great way for each of you to discuss, clarify, and teach each other about important principles, concepts, and people involved in the development of the field of MFT. I will read each of your replies and comments. However, I may not respond to everything that is posted. I may make specific comments or help to clarify things, if needed. **Part 2 (your responses to 2 of your classmates' posts) is due by 11:59 PM pacific on Tuesday, December 3, 2019.**

Assignment #3 - This assignment (both parts together) is worth a total of 40 points. Part 1, by itself, is worth 30 points total. Part 2, based upon each response to a classmate's post, is worth 10 points total (i.e., 5 points for responding to 1 classmate's post, 10 points for responding to 2 posts). A rubric will be used to grade this assignment. If you do not show that you've researched your topic/question well enough or do not spend much time on your initial response, you will lose points. If you do not respond to 2 of your classmates' posts, you will lose points per post. If any student's responses to a classmate's post are disrespectful or rude, I reserve the right to not award points for Part 2 and I will meet with that student in person to discuss this. An atmosphere of safety and respect is expected in this course, in the M.S. MFT Program, and at Oregon Tech.

Assignment #4: Two Other Discussion Board Posts. Worth a total of 20 points.

I will post 2 other discussion board questions in Canvas (found in the "Discussions" tab, labeled "Assignment #4-A" and "Assignment #4-B"), which will be due at different times throughout the term. For each of these discussion board questions, in order to complete this assignment, each student will need to respond to the original question that I posted, then will also respond to at least 2 of your classmates' posts by the deadline (due dates listed below for each discussion board question). Your initial response to the original question does not need to be long. However, be sure your response shows that you put some thought into answering the question. Your responses to each other's posts do not need to be long and, in them, you can pose other questions, share your thoughts, ask for clarification, provide your own clarification, etc. The same rules apply as found in Assignment #3 above about being respectful of one another's posts. I may respond to posts and/or post things to help clarify concepts or share other perspectives. You will be able to find your grades for these posts, and other assignments, in Canvas.

Assignment #4 is comprised of 2 separate discussion questions, each comprised of your initial response to the original question and your responses to 2 classmates' posts, and each one (i.e., "Assignment #4-A") is worth 10 points. These are worth a total of 20 points. In each assignment, your initial response to the question is worth 8 points and your response to each classmate's post is worth 1 point. If you fail to respond to the original question or do not do so in time, you will not be given any points. If you only respond to 1 classmate's post, not 2 classmates' posts, you will only earn 1 point. A rubric will be used to grade this assignment. It is important that, in your replies to your classmates' posts, you do not just respond with "I agree" or "I disagree." If you respond like this, you will not earn any points. If you disagree, you can state this but then follow it up with why you agree or don't agree, etc. Show that you put some thought into your responses and your replies to classmates' posts. Also, remember that you must be respectful in your posts and responses to classmates' posts.

Here are the due dates for each of the discussion board assignments:

- Assignment #4-A – Initial post due by 11:59 PM pacific on Tuesday, October 29, 2019
(NOTE: For #4-A, respond to 2 classmates' posts by 11:59 PM pacific on Tuesday, November 5, 2019)
- Assignment #4-B – Initial post due by 11:59 PM pacific on Tuesday, November 19, 2019
(NOTE: For #4-B, respond to 2 classmates' posts by 11:59 PM pacific on Tuesday, November 26, 2019)

Assignment #5: Personal Illness Assignment. Worth 60 points.

For this assignment, you will type a 3-5 page double-spaced APA style paper (not including the title page and References page; your final paper will be 5-7 pages total; please do not make it longer than 8 pages) in which you do each of the following (use headings for each, so you do not miss any in your paper):

- Detail an illness or health problem you experienced; give it a name (only I will read these; if your health problem is extremely private and sensitive, you can change it for purposes of this assignment). For example, I had my appendix removed, and had the stomach flu and pink eye at the same time (use the medical terms for each condition, so for example, pink eye = "conjunctivitis"), so I could list these all as they occurred within days of each other.
- Using the bio-psycho-social-spiritual framework or model as your guide, carefully think about and detail in your paper the following:

- How did your illness/health problem affect you biologically (physically, medically)? In other words, (1) what were its physical/medical symptoms and (2) what causes this health condition?
 - How did this illness/condition affect you psychologically? For example, did it cause you to feel blue, depressed, anxious, angry, bored, etc.? Explain how and why it caused you to feel this way.
 - How did it affect you socially? Did it cause some strain or stress in a relationship or with others in your family or with friends, or cause any work problems? If so, how and why? Give examples.
 - How did this affect you spiritually? Explain how and why. If your own religion and/or spirituality helped you, explain how it helped you. (This is an important component to explore with your future clients.)
 - How did you get through or cope with the various dimensions (i.e., biological, psychological, social, spiritual) the health issue affected? Be specific and try to detail how you coped along each dimension (i.e., biological, psychological, etc.).
 - How can you use this personal experience in your future as a clinician who will likely work with individuals affected by medical and psychosocial-spiritual problems?
- A rubric for this assignment will be posted in Canvas during the second week of class.
 - If you use the thoughts of others and use in-text citations, be sure to use a References page at the end (even if you cite textbooks).
 - Be sure you also include an APA style title page for this assignment.
 - **DUE DATE: This assignment is due by 11:59 pm Pacific on Tues, December 3, 2019.** Submit this assignment through Canvas and email a copy of it to me, in case it doesn't submit properly through Canvas.
 - This assignment, if completed after the deadline, will lose 5 points per consecutive day it is late. NOTE: If your assignment or a part of this assignment (i.e., if you don't respond to the 2 posts) is posted after 11:59 PM of the due date, you will lose points as per the late policy found herein.

Assignment #6: Professionalism in Graduate School & Emailing Your Professors Articles Exam.
Worth 60 points.

In class #2 (during week #2), students will complete an exam over the following articles: "Practicing Professionalism: A Graduate Student Guide" and "How to Email Your Professors". The link to these articles is found in the class Canvas shell within the Week #1 Module (within the "Modules" tab on the left in Canvas). The exam will be multiple choice and true/false. It will not be open notes or open article. It will consist of a total of 20 questions, with each question worth 3

points. Be sure to bring a writing instrument (i.e., pen, pencil) to class each week, especially to class during week #2, so you can complete the exam. Students will circle their responses to the questions directly on the exam, so Scantrons are not required.

Assignment #7: Syllabus Exam. Worth 100 points.

In class #3 (during week #3), students will complete an exam over what is covered in the course syllabus. This exam will be comprised of 50 questions, with each question worth 2 points. The exam will include multiple choice, true/false, and fill-in-the-blank questions. It will not be open syllabus (i.e., notes). The exam will be administered at the beginning of class. Please be sure to bring a writing utensil. You will also circle or write in your choices directly on the exam, so no Scantrons are necessary.

Assignment #8: Final Exam. Worth 100 points.

In class during Finals Week (on Monday, December 9), students will take a final exam, which will be comprehensive. It will be comprised of 50 multiple choice, true/false, and short essay questions. Each question will be worth 2 points. More information about this exam will be shared with students in class throughout the term.

Earning Back Points Opportunity. (Not required)

This opportunity is not mandatory; it is optional. If a student did not do as well as they would have liked on a written assignment (papers only; this excludes the discussion posts), they can earn up to 5 points on the original score earned on it (or up to the full points possible on it) if they review their graded paper with Dr. Garrett. However, in order to utilize this opportunity, students need to review this with Dr. Garrett in his office no later than 5 pm on Friday, December 13, 2019 (Friday of Finals Week). Please do not wait until the last minute to do this, if you want to earn back points.

MFT 510 Course Schedule

IMPORTANT: While I will try to follow the below Course Schedule for the Fall 2019 term, things may happen that will require me to alter or revise the schedule. I reserve the right to make such changes, as needed. If things need to be changed on the schedule, these will be announced to students via a Canvas announcement and email. A revised/amended course schedule may also be emailed to students and/or posted in Canvas.

Course Schedule – Fall 2019	
Week (Date)	Focus/Readings/Assignments Due
1 (Sept 30 – Oct 4)	<ul style="list-style-type: none"> Welcome and introductions Syllabus review What is a Marriage & Family Therapist (MFT)? Their relation to other helping professionals <u>Wetchler & Hecker, Chapter 1: The History of MFT</u> (We'll start discussing this chapter in class on Sept 30. Read this chapter and the ones listed for Oct 7th below before class next week on Oct 7th) <u>"Practicing Professionalism: A Graduate Student Guide"</u> and <u>"Emailing Your Professors"</u> articles (**found in Canvas course shell) – You will complete an in-class exam over these articles in class during week #2 (on Oct 7th) – **Links to these articles are found within Canvas and in the Week #1 module (from the Home tab or Modules tab).
2 (Oct 7 – 11)	<ul style="list-style-type: none"> <u>Wetchler & Hecker, Chapter 1: The History of MFT</u> (We'll finish discussing/covering this if need be) <u>Wetchler & Hecker, Chapter 2: General Systems Theory, Cybernetics, & Family Therapy</u> <u>Landers et al., Entire Booklet</u> (Find related concepts and terms as found in Chapter 2 of Wetchler & Hecker) <u>McDaniels, Doherty, & Hepworth, Forward & Chapter 1: An Overview of Medical Family Therapy</u> ASSIGNMENT #6: PROFESSIONALISM IN GRADUATE SCHOOL ARTICLE EXAM IN CLASS ON OCT 7th
3 (Oct 14 –)	<ul style="list-style-type: none"> <u>Wetchler & Hecker, Chapter 2: General Systems Theory, Cybernetics, & Family Therapy</u> (We'll continue to discuss/cover this; these concepts are extremely important for you to understand; these represent the foundation

18)	<p>of your understanding of systems theory and how MFTs view clients differently)</p> <ul style="list-style-type: none"> • <u>Landers et al., Entire Booklet (Find related concepts and terms as found in Chapter 2 of Wetchler & Hecker)</u> • <u>McDaniel et al., Chapter 3: Collaboration With Other Health Professionals</u> <p>WEEK #3 CONTINUED ON NEXT PAGE</p> <ul style="list-style-type: none"> • <u>McDaniel et al., Chapter 4: The Shared Emotional Themes of Illness</u> • <u>ASSIGNMENT #7: SYLLABUS EXAM IN CLASS ON OCT 14th</u>
4 (Oct 21 – 25)	<ul style="list-style-type: none"> • <u>Wetchler & Hecker, Chapter 2: General Systems Theory, Cybernetics, & Family Therapy (We'll continue to discuss/cover this until all concepts are covered; these concepts are extremely important for you to understand; these represent the foundation of your understanding of systems theory and how MFTs view clients differently)</u> • <u>McDaniel et al., Chapter 7: Health Behaviors That Harm</u> • <u>McDaniel et al., Chapter 8: Couples and Illness</u>
5 (Oct 28 – Nov 1)	<ul style="list-style-type: none"> • <u>Wetchler & Hecker, Chapter 15: Ethical, Legal, and Professional Issues in Marriage & Family Therapy</u> • <u>Aponte, Powell, Brooks, and colleagues (2009) article on Training Self of the Therapist (this is posted in Course Materials in the course Canvas shell)</u> • <u>McDaniel et al., Chapter 5: The Self of the Medical Family Therapist</u> • <u>McDaniel et al., Chapter 6: Community Engagement</u> • ASSIGNMENT #4-A (Initial Post) IS DUE BY 11:59 PM ON TUES, OCTOBER 29 • ASSIGNMENT #1 (Self of the Therapist Philosophy Paper) DUE BY 11:59 PM ON TUES, OCTOBER 29
6 (Nov 4 – 8)	<ul style="list-style-type: none"> • <u>Wetchler & Hecker, Chapter 3: Contextual Issues in Couple & Family Therapy: Gender, Sexual Orientation, Culture, & Spirituality</u> • <u>Killian (2001) article on working with interracial couples (this is posted in Course Materials in the course Canvas shell)</u> • ASSIGNMENT #4-A (Your Responses to 2 Classmates' Posts) DUE BY 11:59 PM ON TUES, NOVEMBER 5
(Nov 11)	<ul style="list-style-type: none"> • VETERANS DAY – NO CLASS
7 (Nov 18 –)	<ul style="list-style-type: none"> • <u>Wetchler & Hecker, Chapter 11: Couple Therapy</u> <u>Chapter 12: Communication Training, Marriage Enrichment, & Premarital Counseling</u>

22)	<ul style="list-style-type: none"> • <u>McDaniel et al., Chapter 9: Pregnancy, Loss, Infertility, and Reproductive Technology</u> • <u>McDaniel et al., Chapter 10: Medical Family Therapy With Children</u> • ASSIGNMENT #4-B (Initial Post) IS DUE BY 11:59 PM ON TUES, NOVEMBER 19
8 (Nov 25 – 29)	<ul style="list-style-type: none"> • <u>Wetchler & Hecker, Chapter 14: Mental Illness, Physical Illness, Substance Abuse, Family Violence, & Divorce</u> <p style="text-align: center;">WEEK #8 CONTINUED ON NEXT PAGE</p> <ul style="list-style-type: none"> • <u>Tyndall, Hodgson, Lamson, and colleagues (2001) article on Medical Family Therapy; and Tyndall, Hodgson, Lamson, and colleagues (2001) article on Medical Family Therapy competencies</u> (these are posted in the “Files” tab in the course Canvas shell) • ASSIGNMENT #3-PART 1 (Initial Post) IS DUE BY 11:59 PM ON TUES, NOVEMBER 26 • ASSIGNMENT #4-B (Your Responses to 2 Classmates’ Posts) DUE BY 11:59 PM ON TUES, NOVEMBER 26 • ASSIGNMENT #2 (Mental Health Professional Interview Paper) DUE BY 11:59 PM ON TUES, NOVEMBER 26
9 (Dec 2)	<ul style="list-style-type: none"> • <u>McDaniel et al., Chapter 13: Caregiving, End of Life Care, and Loss</u> • <u>McDaniel et al., Chapter 14: How Medical Family Therapist Can Contribute to the Transformation of Health Care</u> • Different Professional Roles of MFTs & the Settings in Which They Work; Rural Mental Health will be presented & discussed (be prepared to share your experiences, what you learned from your interview with a MH professional in the community) • ASSIGNMENT #3-PART 2 (Your Responses to 2 Classmates’ Posts) IS DUE BY 11:59 PM ON TUES, DECEMBER 3 • ASSIGNMENT #5 (Personal Illness Assignment) IS DUE BY 11:59 PM ON TUES, DECEMBER 3
10 (Dec 9)	<ul style="list-style-type: none"> • <u>Wetchler & Hecker, Chapter 16: Research in Marriage & Family Therapy</u> • <u>McDaniel et al., Appendix: Profiles of Medical Family Therapists in Practice</u> • FINAL EXAM IN CLASS • Wrap-up and Process • Class Exercise (time permitting)

Grading:

Your grade in the course is based upon how well you do on the below assignments. The below assignments are aimed at helping you attain the Student Learning Outcomes for this course and the MS MFT program. The grade you are given in the course is the grade you earn. There will be no extra credit opportunities in this course. If I incorrectly enter a grade in Canvas, please notify me immediately.

Your grade in this course is based upon the following assignments: **Worth:**

Assignment #1: Person of the Therapist Philosophy Paper.....	50 points
Assignment #2: Mental Health Professional Interview Paper.....	75 points
Assignment #3: Assigned Individual Discussion Board Topic & Responses.....	40 points
Assignment #4: Two Other Discussion Board Posts.....	20 points
Assignment #5: Personal Illness Assignment.....	60 points
Assignment #6: Professionalism in Graduate School Articles Exam.....	60 points
Assignment #7: Syllabus Exam.....	100 points
Assignment #8: Final Exam.....	100 points

TOTAL = 505 points

You will be assigned a letter grade based upon the following point total ranges (no exceptions):

A = 458-505 (90-100%)

B = 407-457 (80-89%)

C = 357-406 (70-79%)

D = 306-356 (60-69%)

F = 0-305 (0-59%)

Course Alignment Map:

This map shows how the assignments and material covered in this course will specifically help students attain the Student Learning Outcomes outlined earlier in this syllabus.

Course Alignment Map	
Student Learning Outcomes (SLOs)	Methods Used to Attain SLOs

<p>MFT 510.1 – <i>Describe the history and philosophy of the MFT profession and its specialty areas</i></p> <p>MFT 510.1a – <i>Describe the historical development of the relational/systemic perspective and contemporary foundations of MFTs</i></p>	<ul style="list-style-type: none"> ▪ Assignment #3: Assigned Individual Discussion Board Topic and Responses (these geared toward questions and a discussion about the history of cybernetics, systemic/MFT concepts, historical figures in the field of MFT) ▪ Assignment #4: Two Other Discussion Board Posts (these geared toward questions/concepts similar to #3 above)
<p>MFT 510.2 – <i>Describe the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation</i></p> <p>MFT 510.2 a – <i>Describe the roles and functions unique to Rural Mental Health care</i></p> <p>MFT 510.2 b – <i>Describe the roles and functions unique to Medical Family Therapy</i></p>	<ul style="list-style-type: none"> ▪ Assignment #2: Mental Health Professional Interview Paper (this is geared toward familiarizing students with other clinicians in the community, especially MFTs, working in various settings and how they collaborate with other professionals across disciplines) ▪ In-class discussion and assigned readings related to Medical Family Therapy ▪ In-class discussion and assigned readings related to rural mental health ▪ Guest speakers
<p>MFT 510.3 – <i>Describe current labor market information relevant to opportunities for practice within the profession</i></p>	<ul style="list-style-type: none"> ▪ Assignment #2: Mental Health Professional Interview Paper (this is geared toward familiarizing students with other clinicians in the community, how much they make, and the various settings in which they work) ▪ In-class discussion and assigned readings related to current labor marker

	<i>and various opportunities for practice as an MFT</i>
<p>MFT 510.6— <i>Describe the “Self of the Therapist” training philosophy</i></p> <p>MFT 510.6a— <i>Begin to apply “Self of the Therapist” philosophy to their own professional development</i></p>	<ul style="list-style-type: none"> • <i>Assignment #1: Person/Self of the Therapist Philosophy Paper (this is geared toward familiarizing students with the Person/Self of the Therapist [POTT] framework and what POTT is and how they can use their “personhood” and previous experiences in making them a helpful MFT/clinician)</i> • <i>In-class discussion and assigned readings related to POTT and personally applying this framework/philosophy</i>
<p>MFT 510.7. – <i>Describe bio-psycho-social approaches to healthcare.</i></p>	<ul style="list-style-type: none"> • <i>Assignment #5: Personal Illness Assignment (this is geared toward applying a personal illness with the bio-psycho-social dimensions of their lives)</i> • <i>In-class discussion and assigned readings related to bio-psycho-social approaches to healthcare</i>
<p>MFT 510.8. – <i>Describe how to work collaboratively as members of holistic medical teams.</i></p>	<ul style="list-style-type: none"> • <i>Assignment #2: Mental Health Professional Interview Paper (this is geared toward familiarizing students with how clinicians collaborate with others in the community)</i> • <i>In-class discussion and assigned readings related to collaboration as members of holistic teams</i>
<p>MFT 510.9. –</p>	<ul style="list-style-type: none"> • <i>Assignment #5: Personal Illness Assignment (this is geared toward applying a personal illness and</i>

<p><i>Describe how students' own experiences with health and illness may affect their clinical work</i></p>	<p><i>students' experience with this to their future clinical work)</i></p> <ul style="list-style-type: none"> • <i>In-class discussion and assigned readings related to students' own illness and how this may affect their clinical work</i>
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IMPORTANT MISCELLANEOUS ISSUES

Canvas Technical Difficulties:

If you have Canvas technical questions, contact the OIT helpdesk at helpdesk@oit.edu or by phone: 541.885.1470. For further information, please refer to our [webpage](#) or email our office at de@oit.edu. Be sure to follow this link to check your [System Requirements](#). You should also edit your pop-up blocker settings to allow pop-ups from Canvas.

OIT Disability Statement:

Students with a documented disability who require assistance or academic accommodations should contact the office of Disability Services immediately to discuss eligibility. Disability Services staff are located on both the Klamath Falls and Wilsonville campuses and arrangements can be made to meet with students on any campus. Meetings are by appointment only, so please contact the Disability Services office by calling Drew Tessler, the Disability Services Specialist at (541) 851-5227 or emailing him at drew.tessler@oit.edu. Specific information and Disability Services forms can be found at www.oit.edu, then go to "Academics" and click on "Student Success Center" and then "Disability Services." This link leads to the department's website: <http://www.oit.edu/academics/ssc/disability-services>

Academic Integrity:

If found guilty of cheating, plagiarism, or any other form of academic dishonesty, you will receive a zero on your assignment, and a report will be sent to the Student Affairs office, who has responsibility for enforcing OIT's Student Conduct Code. Further information, including definitions of plagiarism and cheating, can be found in OIT's statement on Student Academic Integrity (<http://www.oit.edu/docs/default-source/Student-Affairs-/student-handbook/student-academic-integrity-policy.pdf>).

In cases of suspected academic dishonesty, the procedures outlined in OIT's "Student Academic Integrity" policy will be strictly followed. (This includes the instruction to faculty that "all academic dishonesty cases will be reported to the Office of Student Affairs."). I always include items that will provide indications that cheating has occurred, and I will not hesitate to report instances of academic dishonesty. You should know that the typical penalty at Oregon Tech for a second academic integrity violation is suspension from the university for somewhere between a term and a full academic year.

Classroom Conduct:

Your conduct in the classroom should promote a positive learning environment. Conversations and comments should always be respectful; demeaning comments and offensive language will not be tolerated. Students are expected to abide by the OIT Student Conduct Code (<http://www.oit.edu/docs/default-source/Student-Affairs-/student-handbook/student-conduct-code.pdf>). Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other institutional activities on institutionally owned or controlled property is strictly prohibited by Oregon Tech's code of student conduct and may result in disciplinary action.

Withdrawing from the Class:

If you need to withdraw from this course for a myriad of reasons, please speak with me first. The University has a policy about drop dates and how much can be refunded, etc. Please refer to the Academic Calendar 2017-18 found on OIT's website for these dates and it is also recommended that you refer to the Cashier's Calendar for such dates. Also, if you end up withdrawing from the class, as this program only offers classes at certain times, you may need to wait a year before you can retake the class. If you need to withdraw from the course, after you speak with me, we will also visit with the MS MFT program director, Dr. Kathleen Adams, about the circumstances and about how to proceed.

Title IX:

Oregon Tech faculty and staff are committed to creating and maintaining a safe and equitable learning environment for the Oregon Tech community. Pursuant to U.S. Department of Education requirements, all Oregon Tech faculty and staff (other than designated confidential staff) must report any information they become aware of regarding gender-based bias, sexual harassment, sexual assault, sexual misconduct, relationship violence, or stalking involving a student to the University Title IX Coordinator.

In addition, Oregon law requires a mandatory report to the Oregon Department of Human Services of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse.

If you are the victim of sexual or physical abuse and wish to speak with a confidential resource, please call the National Sexual Assault Hotline at 1-800-656-4673. You may report an incident using Oregon Tech's Anonymous Safe Campus Incident Report form on the Title IX site at <http://www.oit.edu/title-ix>, and select the "Report an Incident" button. For more information about your options, please visit <http://www.oit.edu/title-ix>.

Inclement Weather:

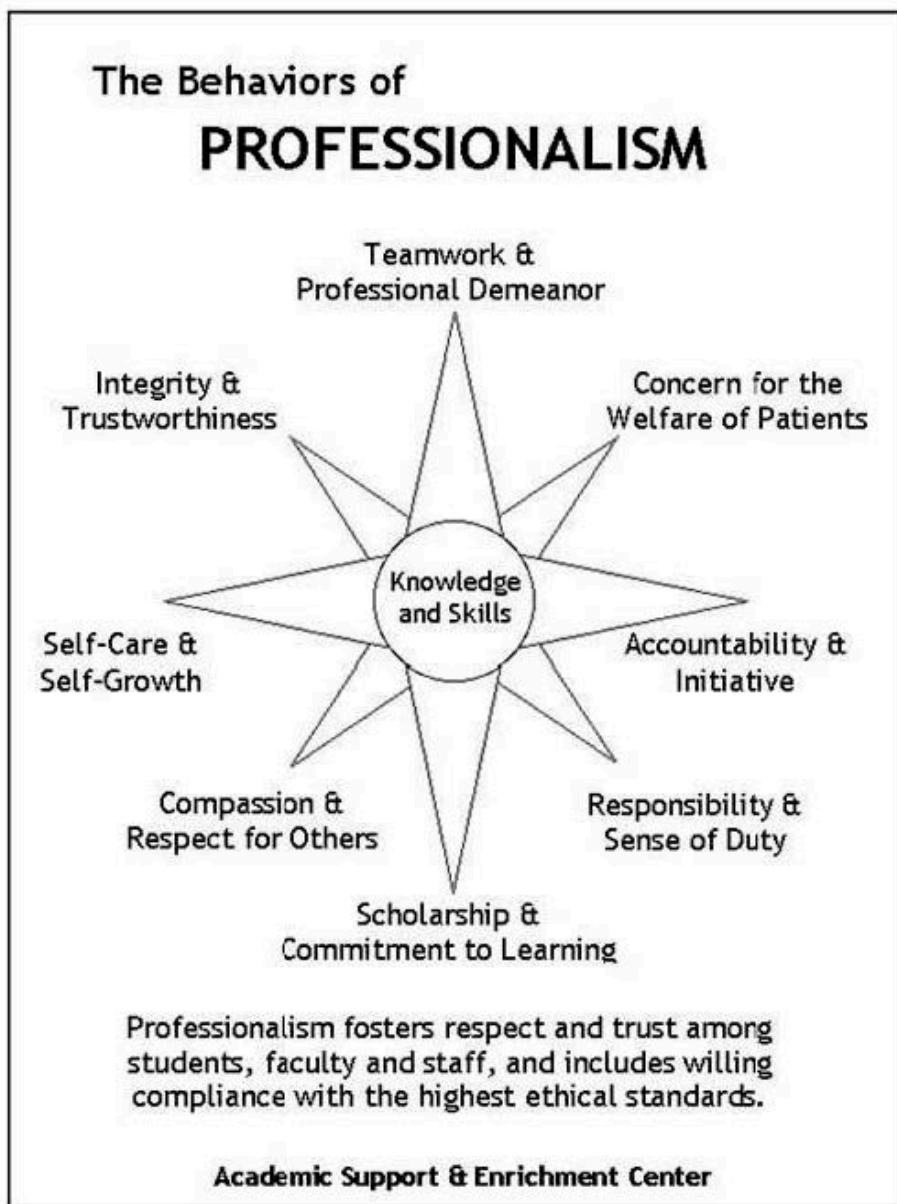
As inclement is usual and expected in the Klamath Falls area during the late fall, winter, and early spring, there may be times when Oregon Tech will be closed or when classes are canceled. If the weather conditions are bad and you're not sure if class will be held, please look for alerts on OIT's website; oit.edu. Also, be sure to check Canvas announcements and your OIT email account for updates from me and/or the University. If the power is

out and you're not sure whether class will meet, you can call my office phone (541-885-1010) or the Department of Humanities & Social Sciences (541-885-1395). If you are not able to contact anyone at either phone number and/or do not hear back within a reasonable amount of time, there is a good chance the University is closed and class will not meet that day. If class is canceled, I may require everyone to make up an assignment for the missed class (even though it's excused). If an assignment is required (which will be emailed to everyone), you will need to finish it by the deadline given to you or else you'll lose 10 points for that day. If the weather is bad and the University is not closed or classes are not canceled, I will typically send out a Canvas announcement and email to your OIT account and inform you that travel to class is up to your discretion. However, attempts, within reason and using your best judgment, should be made to attend each and every class. If you miss class due to inclement weather using your judgement and the class meets, I will ask you to complete a make-up assignment. If this is assigned to you, you'll need to complete it by the deadline or you'll lose 10 points for missing class that day. Also, if you are unable to submit an assignment electronically because the power is out, please inform me of this as soon as possible. I will work with you on a case-by-case basis if this happens and will most likely give you an extended deadline by which you will need to submit your assignment. If you do not submit it by the deadline I give you, I will deduct points per my late assignment policy, as outlined earlier in this syllabus.

Cell Phones:

Ringling/vibrating phones, glowing screens, and the operation of electronic devices are disruptive influences that disturb the learning environment. Electronic devices can be checked during breaks.

- Cell phones should not be visible in class and should never be heard ringing in the classroom. Out of respect for your fellow students and for the instructor, turn them off before coming to class.
- Do not send or read text messages during class.
- If, as a result of a personal emergency, you are expecting a truly important call during a class, inform the instructor in advance, set the cell phone to the vibrate mode, and sit in the back of the group. If a call does come in, excuse yourself as unobtrusively as possible to take the call. Taking calls during class must not become routine; it is acceptable only during legitimate emergencies.



Personal and Professional Competency:

The personal and professional competencies listed below are those that Oregon Tech MFT students are expected to demonstrate throughout this course and the MFT program. Students will be evaluated on an ongoing basis regarding concerns related to these and /or other relevant competencies. Significant deficits in any of the following areas, as determined by the instructor and MFT Director may result in a failing grade for the course.

Ethics

- The student's behavior is consistent with the professional attitudes and behaviors outlined in the American Counseling Association Code of Ethics.
- The student conducts self in an ethical manner so as to promote confidence in the MFCT profession.
- The student relates to peers, professors, and others in a manner consistent with professional standards.
- The student demonstrates sensitivity to real and perceived differences between themselves and others.
- The student does not exploit or mislead other people during or after professional relationships.
- The student recognizes the boundaries of his/her particular competencies and the limitations of her/his expertise.
- The student takes responsibility for compensating for her/his deficiencies.
- The student has basic technology skills in order to utilize email and internet-based systems when required; the student also has regular access to a computer with an internet connection and finds alternative options if there is a temporary or long-term disruption in this access.
- The student demonstrates adequate writing and speaking skills, and seeks assistance with any deficits identified in these areas that would prevent successful completion of a graduate program.

Maturity

- The student demonstrates appropriate self-control (such as anger control, impulse control) in communications and relationships with faculty, peers, and clients.
- The student demonstrates honesty, fairness, and respect for others.
- The student is aware of her/his own belief systems, values, needs, and limitations and the effect of these on his/her work.
- The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.
- The student demonstrates the ability to express feelings effectively and appropriately.
- The student exhibits appropriate levels of self-assurance, confidence, and trust in her/his own ability.
- The student follows professionally recognized problem solving processes, seeking to informally solve problems first with the individual(s) with whom the problem exists.

Integrity

- The student refrains from making statements that are false, misleading, or deceptive.
- The student respects the fundamental rights, dignity and worth of all people.
- The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.
- The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.
- The student behaves in accordance with the program's accepted code(s) of ethics/standards of practice. – Adapted from University of Virginia Counselor Education Program



Oregon Institute of Technology
MS MFT 566

Medical Family Therapy in Rural Areas I

Fall 2019 Term

Instructor Name: Kevin C. Garrett, Ph.D., LMFT, AAMFT Approved Supervisor

Office: Semon Hall 105 (SE 105)

Phone: 541-885-1010*

Email: kevin.garrett@oit.edu*

Office Hours:

Wednesdays, 1:00-3:00 PM**

Thursdays, 12:00-2:00 PM**

***If these times do not work for your schedule, please email me and we will work out a time to meet that will work with both our schedules.*

Best Way to Contact:

Email is the preferred way to contact me. If you email me, I require that you use appropriate grammar, spelling, punctuation, and upper and lower case. Do not write an email like you are texting me. Remember, the tone in an email is hard to decipher. Therefore, please proof read your email before sending it to me. Make sure your emails and correspondence to me are respectful. My correspondence and communication with you will always be respectful. You can call me on my office phone, as well. I am generally very prompt in replying to your emails or voicemails.

NOTE: It is important that you check your OIT email daily, as this is how I will send updates and will communicate about this course.

**It is my policy to return emails and voicemails within 24 business hours, unless I am out of the office, traveling, or ill.*

PLEASE KEEP A COPY OF THIS SYLLABUS FOR YOUR RECORDS.

Catalog Course Description:

Study of the knowledge and skills required to work in the rapidly developing multidisciplinary field of medical family therapy. Includes emphasis on addressing rural mental health care needs with integrated health care teams that address biomedical and psychosocial needs of the whole person and family system.

Student Learning Outcomes (Course):

Upon successful completion of this course, students will be able to

MFT 567.1. Understand and describe biopsychosocial-spiritual approaches to healthcare.

MFT 567.2. Understand and describe the bidirectional relationship between health and wellness on mental health functioning.

MFT 567.3. Demonstrate knowledge of the demands and needs of patients and families affected by acute and chronic illness.

MFT 567.4. Understand and describe how to refer, document, and communicate with healthcare professionals.

MFT 567.5. Understand and describe how the care of patients and families affected by acute and chronic illness impacts mental health and medical providers.

MFT 567.6. Understand and describe how to facilitate communication between patients, families, and healthcare providers and invite coordination of services.

Course Format: Blended.

Credit Value: 3

Required Materials:

The following (below) textbooks are required for this course. Other articles and additional readings will be given to students in class and/or posted in the course Canvas shell. All additional readings will be announced via Canvas and email.

*Shuman, R. (1996). *The psychology of chronic illness: The healing work of patients, therapists, and families*. New York: Basic Books. ISBN-13: 978-0465095346.

McDaniel, S. H., Hepworth, J., & Doherty, W. J. (2003). *The shared experience of illness: Stories of patients, families, and their therapists*. New York: Basic Books.
ISBN-13: 978-0465044306.

Class Format:

Blended (course primarily utilizes an online format, but several mandatory face-to-face meetings will be scheduled and take place throughout the term; the dates/times of the mandatory face-to-face class meetings will be announced during the first week of class).

Course Requirements:

PROFESSIONALISM:

It is expected that students will address concerns directly with faculty and/or fellow students before bringing concerns to other faculty or university staff or administration. Directly addressing concerns with those directly involved is a hallmark of professionalism. Please remember that you will be representing the MFT profession and Oregon Tech while you're a student as well as when you complete your degree. Therefore, you are expected to act in ways that are above reproach.

FULL-TIME GRADUATE STUDY: OBLIGATIONS AND PRIVILEGES

ATTENDANCE REQUIREMENTS

Attendance requirements for students or penalties for missing classes appear on course syllabi. A policy, clearly outlined at the outset of the course, may prevent any misunderstandings; a hastily composed policy after a student's repeated absences can cause needless friction.

Unlike undergraduate education programs, Oregon Tech's MS MFT program is a clinical training graduate program ~ heavily experiential, interactive and relational, with one class building on the

previous class. Students must attend, and fully participate in every meeting of each class, on time. Class participation is both an obligation and a privilege.

Because the MFT program recognizes the diverse responsibilities of adult learners, and recognizes that unexpected and unavoidable absences may occur, the following class attendance policies have been developed.

- The three credit hour graduate course is universally understood to mean 30 hours of face-to-face classroom work across the course of one academic term, or its equivalent in online and blended courses.
 - Final grades reflect participation in the 30 hours of required classroom instruction.
 - Missing more than 10% of the face to face components of any course will make it difficult to earn an "A" in the course.

MISSED CLASSES MEAN LOWER GRADES

Absence from more than 10% of live course components, for any reason, may result in a lower final grade.

- For example, students with a final grade of "A", may receive a "B". Students with a final grade of "B", may receive a "C".
- In all cases, the student must notify the instructor as soon as possible if an absence or tardiness cannot be avoided.
- Opportunities to "make up" missed course experiences are seldom possible; and may, or may not, be arranged at the discretion of the instructor.

FEW EXCEPTIONS

Exceptions to these attendance policies, involving extreme circumstances, are very unusual. Exceptions may be considered on a case by case basis.

Extreme circumstances may include

- Death or major illness in a student's immediate family
- Illness of a dependent family member
- Illness that is too severe or contagious for the student to attend class
- Required participation in an authorized professional activity related to the field (e.g., attendance at conferences, academic presentations)
- Required participation in military duties
- Participation in legal proceedings that require the student's presence
- Religious holy day

Extreme circumstances do not include

- Struggles with time management
- Forgetfulness
- "Self-care"
- Misunderstood expectations
- Family birthdays or other family celebrations
- Activities of family members
- Travel
- Vacations

CONSEQUENCES OF EARNING LESS THAN A FINAL GRADE OF B

- Because the curriculum is sequential, with one course building on another, students must earn a B or better in each course before progressing to the next course in the sequence.
- Students may formally petition the MS MFT Director to repeat a course in which less than a B is earned. (Students must contact the MS MFT Director to obtain the required petition form.)
- Students granted permission to repeat a course will be placed on a leave of absence from the program until the course is next offered. Courses are offered once annually.

COURSEWORK PREPARATION: FULL TIME GRADUATE STUDY

The MS MFT program is a rigorous full time graduate program, requiring a commitment of at least 36 hours of study weekly.

- For each hour in class, students can anticipate that they will spend at least 3 additional hours a week preparing for class.
 - For one 3 credit course, this is a total of at least 12 hours a week
 - For three 3 credit courses, this is a total of at least 36 hours a week

COURSEWORK EXPECTATIONS: ASSIGNMENTS

Students must come to each class meeting fully prepared for well-informed class participation, with completed assignments

- Students must complete all assignments, readings, etc., as they are due, as indicated by each instructor in each course syllabus
 - Unless instructors have indicated otherwise in their course syllabi, late assignments will not be accepted, reviewed or graded. Missed assignments mean lower final grades.

Approval for late assignments may be awarded in the case of extreme circumstances. See above for examples of extreme circumstances. Students may formally petition the course instructor to allow for late submission of assignments, who may or may not approve late submission.

TARDINESS POLICY

Instructors will consider repeated late arrivals and early departures as absences, which will result in a lower grade.

Assignments:

The following assignments are required this term. Students are expected to turn in assignments by their respective due dates. While students are expected to keep up with assignments, I am aware that unforeseen circumstances arise, which may prevent students from completing an assignment on time. However, these should be rare occurrences (if this becomes a pattern, faculty may talk with the student). If an emergency situation arises, which prevents you from completing an assignment on time, please speak with me immediately. If I feel the reason is valid, I will give you an opportunity to submit it at a later date. If your assignment is not turned in by the new deadline given to you, you will lose points on the assignment. Each extension given by me will be handled on a case-by-case basis and I reserve the right to approve or not approve of the extension. If you turn in an assignment late, I will deduct 15% (of the total points possible on the assignment) per consecutive day it is late. If you submit an assignment after 11:59 PM on the day it is due, it will be counted as late. For example, if you turn your paper in 2 days late, 30% will be deducted on it. Unless otherwise instructed by me in the syllabus (or in the instructions for each specific assignment), each paper needs to be written in APA style. Refer to the American Psychological Association (2019) Publication Manual or Purdue University's Owl APA Style website (<https://owl.english.purdue.edu/owl/resource/560/01/>) for help with writing in APA style. Unless I specify otherwise, I will return your graded assignments to you within 7 consecutive days of the due date.

Course Assignments:

The following are the assignments to be completed this term.

#1: Discussion Board Posts & Responses to 2 Classmates' Initial Posts. Worth 60 Points (Part 1 is worth 30 points [10 points for each initial post] and Part 2 is worth 30 points [each of your replies to a classmate's initial post is worth 5 points]).

- This is a two-part assignment: For Part 1, you will post responses to 3 discussion board questions that are due at different times throughout the course of the term. The due

dates for these are found below. For Part 2, you will respond to 2 classmates' initial posts for the 3 initial posts (Part 1) throughout the course of the term. The due dates for each of your 3 responses to classmates' posts are found below.

- In your responses to classmates' posts, the expectation is that you will be respectful, and that you will do one, or a combination, of the following: (1) make a comment or share a reaction to something specific that each classmate said; (2) pose a question about something they said; and/or (3) pose a question re: clarification about what they said.
- **IMPORTANT:**
 - If you only respond to classmates' posts with "I agree" or "I disagree," you will not earn points on this assignment. You can start off your response with "I agree", but then follow it up with what you agree with and why you agree, or why you don't agree, etc.
 - In your response to the initial questions posed, reprint each question then your answer beneath it. This will ensure that you respond to each question. If you do not respond to each question, you will lose points. NOTE: If you do not reprint each question in your initial post, you will lose points.
- A rubric will be used to grade this assignment. The rubric will be posted in the Canvas shell during the second week of class.
- The initial questions to answer for this assignment (Part 1) are found in the "Discussions" tab in the course Canvas shell. You should also be able to access the discussion questions within the "Assignments" tab.
- After you post your initial response to the questions, you will then be able to view other classmates' initial posts.
- **Here are the due dates for each of the aforementioned parts:**
 - **Part 1 (your initial post to the discussion board questions)**
 - Question #1 – due by 11:59 pm Pacific on Tues, October 22
 - Question #2 – due by 11:59 pm Pacific on Tues, November 5.
 - Question #3 – due by 11:59 pm Pacific on Tues, November 26.
 - **Part 2 (your response to 2 classmates' posts for each question)**
 - Question #1 – due by 11:59 pm Pacific on Tues, October 29.
 - Question #2 – due by 11:59 pm Pacific on Tues, November 12.
 - Question #3 – due by 11:59 pm Pacific on Tues, December 3.
- This assignment, if completed after the deadline, will lose 15% (of the total points possible) per consecutive day it is late. NOTE: If your assignment or a part of this assignment (i.e., if you don't respond to the 3 posts before the deadline) is posted after 11:59 PM of the due date, you will lose points as per the late policy found herein.

#2: Choose Your Topic: Siblings of -OR- Caregivers of Juvenile Patients with a Serious Illness Assignment. Worth 80 points.

For this assignment, you will type a 5-7 page (please do not make it longer than 9 pages all together; 9 pages includes the title page and References page[s]) double-spaced APA style paper in which you do each of the following:

- Choose one of the following topics to write your paper on (NOTE: You'll need to focus on a juvenile patient with one chronic or terminal illness in your research and in your paper [e.g., a child with cancer or an adolescent with sickle cell disease]):
 - The experiences of siblings of a juvenile (child or adolescent) patient with a chronic or terminal illness (be sure it's a specific chronic or terminal illness)
 - OR**
 - The experiences of parents, guardians, or caregivers who raise and care for a juvenile (child or adolescent) patient with a chronic or terminal illness (be sure it's a specific chronic or terminal illness).
- After you choose one of the topics above, research it in the scholarly literature (peer-reviewed journal articles, professional [MFT, counseling, psychology] books, and/or professional/reputable [i.e., NIMH, Mayo Clinic] websites; professional journals and books are preferred, do NOT just use websites).
 - You need to cite at least 4 scholarly sources (Wikipedia and the course textbooks and course articles do not count) in your paper (i.e., in-text citations) and have at least 4 sources on your References list. If you cite your textbook or course articles, you still need to cite at least 4 other scholarly sources or points will be deducted.
- Write an APA style paper, which will basically be a literature review of your research, in which you address or do each of the following (use headings for each, so you do not miss addressing any in your paper):
 - Include a title page
 - Give the specific chronic or terminal illness of the juvenile a name (identify which one you'll be writing about in your paper; i.e., cancer, sickle cell disease, brittle diabetes, etc.)
 - Briefly outline how the illness affects the patient biologically (physically, medically)? In other words, (1) what are its symptoms and (2) what causes this condition, generally? (This needs to be brief, so you can focus more on the siblings or caregivers of the patient, whichever one you choose.)
 - How does the patient's illness/condition affect siblings or caregivers psychologically? For example, does it cause them to feel neglected, depressed, anxious, angry, bored, etc.? Explain how and why as found in the literature.

- What does the literature say about how it affects the siblings or caregivers of patients socially? Does it cause some strain or stress in a relationship or with others in the family? If so, how and why as found in the literature? Give examples.
- How does this affect siblings or caregivers spiritually? Explain how and why as found in the literature.
- What might help them cope with or get through the ways the condition affects them along various dimensions (i.e., biological, psychological, social, spiritual)?
- How can you use the information you learned from the literature in your future as a systems-focused clinician who will likely work with siblings or caregivers (per the one you wrote about in your paper) affected by medical and psychosocial-spiritual problems of the patient? Try to be specific.
- A rubric for this assignment will be posted in Canvas during the second week of class.
- Be sure to write this paper using all aspects of APA style (i.e., title page, References page, 12-point and Times New Roman font, 1-inch margins on top, bottom, and sides, Running head in 12-point Times New Roman, and in-text citations).
- **DUE DATE: This assignment is due by 11:59 pm Pacific on Tues, October 29.** Submit this assignment through Canvas and also email a copy of it to me, in case it doesn't submit properly through Canvas.
- This assignment, if completed after the deadline, will lose 15% per consecutive day it is late. Refer to the late policy near the beginning of the syllabus.

#3: Your Choice: Interview with a Primary Care Provider (PCP) or Nurse -OR- Research the Experiences of PCPs or Nurses. Worth 80 points.

For this assignment, you will type a 5-7 page (please do not make it longer than 9 pages; 9 pages includes the title page and References page[s]) double-spaced APA style paper in which you do **each** of the following:

- Choose only **one** of the two following methods in writing your paper:
 - **Interview** a PCP or specialist (M.D.s, D.O.s, Physician Assistants, or Advanced Nurse Practitioners) **or** Nurse (LPNs or RNs) who treats/works with or has treated/worked with patients with chronic or terminal illness **for approx. 15-20 minutes** (do not go over 30 minutes in your interview).
 - **NOTE:** If you interview a PCP/specialist or Nurse for this assignment, you do **not** need to transcribe the interview. You will summarize how they responded to the questions as found in the sections below. Please remember that PCPs' and Nurses' time is extremely valuable. Please be sure to be well-prepared for the interview and have your