Materials linked from the June 13, 2019 Faculty Senate agenda.

New Certificate Program Proposal
Organic Farming Systems

Status: Pending Review - Faculty Senate Exec Committee (Previous Version)

Hide All Reviews

1. Review - College Approver - Agricultural Sciences

Approved by Penelope Diebel Assistant Dean / College of Ag Admin, *April 18, 2019 5:45am*

Comments

Penelope Diebel (College Approver - Agricultural Sciences) April 18, 2019 5:45am
The College of Agricultural Sciences supports the addition of this online undergraduate certificate.

2. Review - Curriculum Coordinator

Approved by Janice Nave-Abele Curriculum Coordinator / University Accreditation, *April 18, 2019 8:42am*

3. Review - Graduate School

Approved by Janice Nave-Abele Curriculum Coordinator / University Accreditation, *April 18, 2019 8:43am*

Comments

Janice Nave-Abele (Graduate School) April 18, 2019 8:43am
This proposal is for an undergraduate certificate and does not need Graduate School Review/Approval. Moving the proposal on for concurrent review by Budgets and Fiscal Planning, and the Faculty Senate Curriculum Council.

4. Review - Budgets and Fiscal Planning Committee

Approved by Andrew Ibarra Dir-Physical Activity Program / Sch of Bio/Pop Hlth Sci, *April 29, 2019 3:24pm*

Comments

Andrew Ibarra (Budgets and Fiscal Planning Committee) April 29, 2019 3:24pm
Everything looks good on our end, there was one typo on the budget narrative that should have read $52,500 instead of $5250 under resources topic.

5. Review - Graduate Council Chair

Approved by Janice Nave-Abele Curriculum Coordinator / University Accreditation, *April 30, 2019 3:14pm*

Comments

Janice Nave-Abele (Graduate Council Chair) April 30, 2019 3:14pm
This proposal is for an undergraduate certificate and does not need Graduate Council Review/Approval. Moving the proposal on for concurrent review by the Faculty Senate Curriculum Council.

6. Review - Curriculum Council Chair

Sent Back by Allen Thompson Associate Professor / Philosophy Department, *May 22, 2019 11:50am*

Comments

Allen Thompson (Curriculum Council Chair) May 22, 2019 11:50am
Council requests that Larry Becker and Jennifer Alix-Garcia be added as Liaisons.

7. Originator Response

Alexandra Stone Ext Vegetable Crop Specialist / Horticulture Extension, *May 22, 2019 2:25pm*

8. Review - Curriculum Council Chair

Approved by Allen Thompson Associate Professor / Philosophy Department, *June 5, 2019 3:38pm*

9. Review - Faculty Senate Exec Committee

Pending Review

More Queued Reviews (4)

Faculty Senate; Provost /Academic Affairs; Academic Programs; Catalog Coordinator

Proposal

Proposal ID:105032
Type:New Certificate Program
Submission Date:May 22, 2019 2:25pm
Comments:*None*

History

Active Version - Submitted May 22, 2019 2:25pm
Version 1 - Submitted February 28, 2019 3:15pm

Originators

NAME	TITLE	DEPARTMENT/SCHOOL
Alexandra Stone	Ext Vegetable Crop Specialist	Horticulture Extension
Deanna Lloyd	Instructor	Horticulture

Contacts

NAME	TITLE	DEPARTMENT/SCHOOL
William Braunworth Jr	Department Head	Horticulture
Erica Curry	Academic Programs Manager	Extended Campus

Proposal Details

College:College of Agricultural Sciences
Department/School:Horticulture
New Certificate Name:Organic Farming Systems

Supporting Documents

DOCUMENTS
* **Signed Transmittal Sheet**
TransmittalSheet-UGCertificate-OrganicFarmingSys.pdf (546.29 Kb added May 22, 2019 11:50 am)
* **Executive Summary**
OrgFarmingSystemsUGCert-ExecutiveSummary.docx (87.43 Kb added May 22, 2019 11:50 am)

*** Proposal**

Cat1Proposal-Feb2019b.pdf (164.04 Kb added May 22, 2019 12:17 pm)

*** Letters of Support**

Oregon Tilth, Inc. LetterofSupport-OregonTilth.pdf (206.28 Kb added May 22, 2019 11:50 am)

NRCS LetterofSupport-NRCS.pdf (119.87 Kb added May 22, 2019 11:50 am)

Aurora Innovations LetterofSupport-AuroraInnovations.pdf (393.62 Kb added May 22, 2019 11:50 am)

Concentrates, Inc. LetterofSupport-Concentrates.pdf (4.16 MB added May 22, 2019 11:50 am)

*** Accessibility Form**

AccessibilityForm-UGCert-OrgFarming.pdf (37.35 Kb added May 22, 2019 11:50 am)

*** Library Evaluation**

2018 Library Evaluation UG Cert Organic Farming Systems SIGNED.pdf (324.82 Kb added May 22, 2019 11:50 am)

*** Faculty CVs**

CatI-FacultyList.pdf (38.00 Kb added May 22, 2019 11:50 am)

Other Attachments

SpaceReview-UndergraduateCertificateInOrganicFarmingSystems.pdf (137.71 Kb added May 22, 2019 11:50 am)

MOUfromEcampus.pdf (1.09 MB added May 22, 2019 11:50 am)

LIAISONS

*** Liaisons**

James Cassidy
Request: LetterofSupport-Request-JamesCassidy.pdf (84.00 Kb added May 22, 2019 11:50 am)
Response: LetterofSupport-JamesCassidy.pdf (28.29 Kb added May 22, 2019 11:50 am)

Sarah Finger McDonald
Request: LetterofSupport-Request-SarahMcDonald.pdf (84.30 Kb added May 22, 2019 11:50 am)
Response: LetterofSupport-SarahMcDonald.pdf (318.38 Kb added May 22, 2019 11:50 am)

Ken Johnson
Request: LetterofSupport-Request-KenJohnson.pdf (84.78 Kb added May 22, 2019 11:50 am)
Response: LetterofSupport-KenJohnson.pdf (75.35 Kb added May 22, 2019 11:50 am)

Kelly Donegan
Request: *None*
Response: *None*

Jennifer Alix-Garcia
Request: *None*
Response: *None*

Larry Becker
Request: *None*
Response: *None*

Bill Braunworth
Request: *None*
Response: *None*

BUDGET INFORMATION

*** Budget Year 1**

UGCert-OrganicFarmingSystemsBudget.pdf (166.38 Kb added May 22, 2019 11:50 am)

*** Budget Year 2**

UGCert-OrganicFarmingBudgetNarrative.pdf (71.70 Kb added May 22, 2019 11:50 am)

*** Budget Year 3**

UGCert-OrganicFarmingSystemsBudget.pdf (166.38 Kb added May 22, 2019 11:50 am)

*** Budget Year 4**

UGCert-OrganicFarmingSystemsBudget.pdf (166.38 Kb added May 22, 2019 11:50 am)

DocuSign Envelope ID: E34AF127-6516-4C1A-9A2F-DF9B516D509D

Proposal Transmittal Sheet

Full Category I and Abbreviated Category I Proposals

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation
314 Waldo Hall – Oregon State University

Attach Transmittal Sheet; Proposal; Library Evaluation (performed by the Library for Full Category I proposals), Letters of Support (external to OSU); Liaison Correspondence (internal to OSU), External Review (new graduate program proposals), and Budget Information (both OSU and HECC budget sheets for Full Category I proposals and OSU budget sheets for Abbreviated Category I proposals)

Full Category I Proposals: New Programs

Final Approval--for new degrees, extension to OSU's branch campus, and substantive changes:
Higher Education Coordinating Commission (HECC)

Final Approval-- for new certificate programs: OSU Provost

Check one:

- [ ] **New Degree Program**
- [x] **New Certificate Program**
- [ ] **Extend Program to OSU Branch Campus**
- [ ] **Substantive Change**

Abbreviated Category I Proposals: Other Proposals

Final Approval--for new academic units, renames, reorganizations, and, suspensions: OSU Provost

Final Approval-- for terminations: OSU Board of Trustees

Check one:

- [ ] **Establish:** new college, school, department or program
- [ ] **Rename**: change the name of an existing academic program or academic unit
- [ ] **Reorganization:** move the responsibility of an academic program from one academic unit to another; reorganize existing academic unit(s), including mergers and splits
- [ ] **Suspension (or Reactivation):** suspend an academic program (maximum period: three years)
- [ ] **Termination:** terminate an academic program or academic unit

Title of Proposal: Undergraduate Certificate in Organic Farming Systems

Proposed Effective Term: Fall 2019

School/Department/Program: Department of Horticulture

College: College of Agricultural Sciences

I certify that the above proposal has been reviewed by the appropriate Program, Department, School, and College administrators and committees. I approve this proposal.

DocuSigned by:
William Braunworth Jr
614D94FA3E2A49E...

2/21/2019 | 14:09:08 PST William Braunworth Jr

Sign (Department/School Chair/Head; Director) ***Date*** **Print (Chair/Head; Director)**

DocuSigned by:
Joyce Loper
7AC9CAF089EF4E2...

2/22/2019 | 14:32:31 PST Joyce Loper

Sign* (College Dean)** ***Date **Print (College Dean)**

Undergraduate Certificate in Organic Farming Systems Proposal

Executive Summary

The online Undergraduate Certificate in Organic Farming Systems will provide students with technical knowledge and skills in the science, practice and regulation of organic farming. Students will apply and integrate their knowledge and skills by developing and evaluating farming systems management plans. Students will gain experience in other types of 'systems thinking' through courses exploring the interconnections between science, practice, and policy. Graduates of this program will have a solid technical foundation as well as a broad appreciation of the role that organic systems and practices may play in the advancement of the sustainability of earth systems, human health and wellness, economic growth, and social progress.

The organic industry is growing rapidly and there is a critical need for knowledgeable and skilled professionals to work in that industry. Currently, there are no online undergraduate or skills-based training opportunities in the US. This certificate will be offered through the College of Agricultural Sciences with courses taught in the Department of Horticulture, Department of Crop and Soil Science, and the Department of Applied Economics. As the certificate is delivered through Ecampus, it will utilize best practices in online education and will engage diverse students across Oregon, the nation, and the globe.

Proposal for a New Academic Program

Institution: Oregon State University

College/School: Agricultural Sciences

Department/Program Name: Department of Horticulture / Interdisciplinary Certificate in Agricultural Sciences

Degree and Program Title: Undergraduate Certificate in Organic Farming Systems

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number:
CIP Code 01.0308
Title: Agroecology and Sustainable Agriculture.
Definition: A program that focuses on agricultural principles and practices that, over the long term, enhance environmental quality, make efficient use of nonrenewable resources, integrate natural biological cycles and controls, and are economically viable and socially responsible; and that may prepare individuals to apply this knowledge to the solution of agricultural and environmental problems. Includes instruction in principles of agroecology, crop and soil sciences, entomology, horticulture, animal science, weed science and management, soil fertility and nutrient cycling, applied ecology, agricultural economics, and rangeland ecology and watershed management.
Illustrative Examples: Agroecology; Sustainable Agriculture; Organic Farming

b. **Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.**

The Undergraduate Certificate in Organic Farming Systems will provide students with technical skills and knowledge in organic farming production and regulation. The program will emphasize organic management of soil health, pests and diseases, weeds, and inputs while also providing understanding of organic regulations, policy, economics, and social implications. “Systems thinking” will be utilized and cultivated throughout the courses to help students see interconnections and understand how management decisions influence all dimensions of sustainability (environmental, social, and economic).

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours

The curriculum for the certificate program includes all required organic farming systems courses (27 credit total). No elective credits are needed. All students in the program must also complete a plant sciences course.

Eight new courses have been approved through the Cat II process in the CPS for the Undergraduate Certificate in Organic Farming Systems.

Organic Farming Systems (27 credits)

CROP 355. Organic Certification (3)
HORT 212. Introduction to Organic Systems (4)
HORT 306. Inputs in Organic Cropping Systems: Sourcing and Efficacy (2) (*pre-reqs HORT 212 and CROP 355)*
HORT 307. Organic System Predicaments (3)
HORT 308. Weed Management in Organic Cropping Systems (3)
HORT 344. Insect and Disease Management in Organic Cropping Systems (3) (*pre-reqs ENT311 and BOT 350*)
HORT 482. Design and Management of Organic Cropping Systems (3) *(pre-reqs HORT 212 and CROP 355; HORT 306, HORT 307, HORT 308, HORT 344 reqs that can be taken concurrently)*
SOIL 360. Soil Management for Organic Production (3) (*pre-req SOIL 205*)
AGRI 411. Introduction to Food Systems: Local to Global (3)

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The certificate program will be delivered through Ecampus. There is a signed MOU between the Department of Horticulture and Ecampus to develop the certificate program with courses currently being developed.

If desired by the department - and as funds and resources permit - courses from the Organic Farming Systems core curriculum will also be taught in-person at the OSU Corvallis campus.

e. Adequacy and quality of faculty delivering the program.

The core group of faculty include:

Alex Stone (*PhD Soil Science and Plant Pathology, Associate Professor and Vegetable Specialist, OSU Corvallis Campus*)
Christine Anderson Brekken (*JD, MS Agricultural and Resource Economics, Instructor in Applied Economics)*
Deanna Lloyd (*MS Crop Science, Instructor with split appointment in Department of Crop and Soil Science and Department of Horticulture*)
James Cassidy *(MS Soil Science, Instructor in Soil Science, Director of Organic Student Farm Program*)
Javier Fernandez-Salvador (*PhD Horticulture, Professor of Practice Small Farms Program, former organic certification inspector*)
Nick Andrews *(MS Entomology, Professor of Practice, Organic Specialist and Small Farms Program)*

Combined, the faculty have decades of experience in the science, practice and regulation of organic agriculture. Cassidy and Fernandez-Salvador have taught "Organic Farming and Gardening" and "Advanced Organic Farming" in the Dept. of Horticulture; Fernandez-Salvador has taught Organic Certification in the Dept. of Horticulture. Stone and Cassidy

have taught "Soil Management in Organic Production Systems" three times in the Dept. of Soil Science, and Stone has taught "Organic Pest Management" in the Dept. of Horticulture. Lloyd has taught "Agricultural Predicaments: A Case Study Approach" in the Crop and Soil Science Department and has formally studied Education. Brekken has taught for 12 years in the Applied Economics Department teaching classes including "Introduction to Food Systems" and "Agricultural Law."

f. Adequacy of faculty resources – full-time, part-time, adjunct.

All core faculty have full-time positions at OSU. The program will hire a part-time advisor with Ecampus funding.

g. Other staff

The Undergraduate Certificate in Organic Farming Systems will be administered by existing support staff in the Department of Horticulture.

h. Adequacy of facilities, library, and other resources.

All core curriculum courses will be taught online with no on-campus classroom space necessary.

i. **Anticipated start date.**

Fall 2019

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

The undergraduate certificate in Organic Farming Systems supports OSU's mission, as organic farming is a growing agricultural sector that promotes economic, social, cultural, and environmental progress in Oregon, the US, and the world. The program will produce graduates competitive in the regional and global economy, as it will train students in the knowledge and technical skills desperately needed in organic agricultural industries. Being delivered through Ecampus furthers the reach of the program, drawing students who are interested in, or currently working in, organic agriculture across the nation and globe.

The program will provide students with cutting edge information on how to integrate science-, practice-, and regulation-based information to design and trouble-shoot organic farming systems. Better performing organic agricultural systems advance the sustainability of earth systems, improve human health and wellness, and promote economic growth and social progress.

b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

With the undergraduate certificate being delivered through Ecampus, it will utilize best practices in online education to reach diverse students across Oregon, across the nation and globe. While the demand for organic products is growing, the availability of skilled

employees across various organic sectors is not keeping up with the demand. The certificate program will provide students with practical knowledge and skills necessary to be successful in the organic sector.

c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

i. improve educational attainment in the region and state;
There are currently no online undergraduate educational opportunities in the US to gain integrated, cutting-edge, and applied science-, practice-, and regulation-based information and skills in organic farming systems. For this reason, the Undergraduate Certificate in Organic Farming Systems will improve educational attainment of this knowledge and these skills in the region, state, and country.

ii. respond effectively to social, economic, and environmental challenges and opportunities;
Sustainability is a term used to express the interrelationships between social, economic and environmental dimensions. The undergraduate certificate program will be addressing sustainability directly, in each and every class, as it is a foundational concept to organic agriculture. Students in this certificate program will be able to take the knowledge they gain and critically engage in place-based sustainability challenges.

iii. address civic and cultural demands of citizenship.
The well-being of our agricultural systems are critical to the well-being of our society. Through this certificate program, students will engage in discourse and activities that further their understanding of the interconnections between organic agriculture and various civic topics including health of agricultural laborers and of the land, citizen health and well-being, sustainable natural resource use and management. By practicing and emphasizing systems thinking, our hope is that students will be able to critically engage with these complex topics as they move from the classroom into their professional work.

3. Accreditation

a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

There is no accrediting professional society.

b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.
There is no professional accreditation organization for the Undergraduate Certificate in Organic Farming Systems.

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.
The proposed program is not a graduate program.

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.
There is no accrediting professional society.

4. Need

a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

We anticipate that 20 students (second and third year students, primarily) will enroll in the program in fall 2019, and 30, 40, and 40 in the falls of 2019, 2020, and 2021, respectively. Additionally, we expect 10-20 students additional students taking single courses developed in the program.

b. Expected degrees/certificates produced over the next five years.

Based on fall enrollment numbers and expected graduation rates, we anticipate that 30-50 students will graduate having completed the certificate program every year after the fifth year.

c. Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).

We anticipate that the certificate program will include residents, non-residents, international, traditional and non-traditional, and full- and part-time students.

d. Evidence of market demand.
Organic agriculture is a federally defined and regulated agricultural and food system that is growing rapidly in the US and around the globe. There is a critical need for people with technical training in the science, practice, and regulations related to organic agricultural crop production and processing, as well as organic crop product development and marketing. This certificate program aims to fill these educational gaps.

The market research company Ecovia Intelligence estimates that the global market for organic food reached 89.7 billion US dollars in 2016. The United States is the leading market with 47.9 billion dollars. In 2016, most of the major markets continued to show double-digit growth rates.

Through Oregon State University Ecampus and its relationship with market research firm Eduventures, a feasibility study was conducted in 2016 to assess the demand for organic agriculture degrees and programs delivered online. Although the current educational provider landscape for programs in organic agriculture is small, the number of students taking a credit certificate in this discipline has grown by 44% from 2011-2016 as reported to the Integrated Postsecondary Education Data System (IPEDS). Using the IPEDS conferral code 1.0308: Agroecology and Sustainable Agriculture, a total of 73 students completed a certificate program in 2016 as reported by more than 15 institutions. It is important to note that certificate reporting for credit programs at the undergraduate and graduate level is not as comprehensive or consistent as what it reported for full degree programs in IPEDS.

Eduventures also cited that occupations related to Organic Agriculture are expected to experience a growth increase of 13% between 2014-24. The four occupations profiled

included farmers, ranchers and other agricultural managers; food scientists and technologists; agricultural inspectors; and food processing workers. Additionally, the increasing trend of ethical consumerism requires education and awareness to wholly benefit the consumer and proper implementation and regulation of these practices by trained professionals to ensure healthy social and economic growth. The lack of data on degree conferrals related to organic agriculture suggests an educational gap that needs to be filled in order to support these evolving consumer beliefs and behaviors.

Sources

1. A booming organic sector: more farmers, more land and a growing market, 2017. http://www.fibl.org/en/service-en/news-archive/news/article/ein-boomender-biosektor-578-millionen-hektar-bioflaeche-biomarkt-waechst-auf-fast-90-milliarden-us.html
2. Integrated Postsecondary Education Data System (IPEDS) conferral report code 1.0308: Agroecology and Sustainable Agriculture.
3. Eduventures Market Snapshot: Master's Degree and Certificates in Organic Agriculture, 2016.

e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

There are no online undergraduate certificate programs in Organic Farming Systems or Agriculture at other Oregon public universities.

f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

As there are currently no applied, technical and integrated (science, practice and regulation) undergraduate educational training programs in organic agriculture, most people currently receive this training on the job, but many farms, processors and agencies have little expertise in providing adequate training. The organic industry and federal and state agencies are in need of people with technical expertise in organic farming systems. The certificate program will prepare students for technical jobs in the organic production, processing, and regulatory industries (eg. production and processing of horticultural and agronomic crops, on-farm certification, agricultural support professionals). Students will also be well prepared for careers in federal and state agencies (eg. USDA, NRCS, State Depts of Agriculture).

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

- Understand and communicate the principles, practices, science, and impacts of organic agriculture to diverse audiences
- Apply science- and practice-based information to design and problem solve in organic systems
- Utilize systems thinking to describe the organic system and its impacts
- Analyze the ripple effects of organic production and/or purchasing decisions on the three dimensions of sustainability (society, environment, economy)

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Individual course assessment will consist of course evaluations of student knowledge and skills in addition to the traditional SET assessment. The faculty advisory committee will annually review results from the individual course assessments in order to guide improvement of instructional strategies and overall curriculum.

Certificate program learning outcomes will be assessed by an exit survey/interview with students completing the certificate program.

c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Core faculty in this program work in Extension (adult education) and applied research. Research/ scholarship requirements for the faculty include applied research and outcomes-directed extension programming and applied research and extension publications. Indicators of success include program outcomes and publications.

6. Program Integration and Collaboration

a. Closely related programs in this or other Oregon colleges and universities.

Oregon Community Colleges (Linn-Benton, Chemeketa, Clackamas) have horticultural curricula programs (see appendix) that include Organic Gardening; students from those programs could transfer to OSU to obtain a bachelor's degree and the organic certificate. There are no baccalaureate organic programs in Oregon. An online Master's Certificate in Organic Agriculture is under development at OSU but is a graduate program and not an applied and skill-based training program.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

This program complements undergraduate degrees in Horticulture, Crop and Soil Science, Botany and Plant Pathology, Food Science, and Sustainability. There is a need in these programs for coursework in organic agricultural systems, as organic agriculture is a growing agricultural and market sector in the US and around the globe.

If applicable, proposal should state why this program may not be collaborating with existing similar programs.
N/A

c. Potential impacts on other programs.
This certificate will complement programs in the Department of Horticulture and Crop and Soil Science Department, providing more organic focused courses for students in those degree programs. Individual courses and/or the certificate will be useful for non-Agricultural Sciences students interested in organic product development and marketing. The program will attract novel student groups and fulfill an articulated need of current students in the online degrees in the College of Agricultural Sciences.

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

The proposed program is not a graduate program.

2525 SE 3rd Street | Corvallis, OR 97333 | www.tilth.org | PH 503.378.0690 | FX 541.753.4924 | organic@tilth.org

November 9, 2018

Department of Horticulture
Oregon State University
Corvallis, OR 97331

Re: Undergraduate Certificate in Organic Farming Systems

This letter is in support of developing an Undergraduate Certificate in Organic Farming Systems at OSU. This technical training program will provide students with cutting edge information on how to integrate science-, practice-, and regulation-based information to design and trouble-shoot organic farming systems.

Oregon Tilth is a nonprofit organization and leading certifier, educator & advocate for organic agriculture since 1974. The organization is accredited by the USDA to offer organic certification services in accordance with the USDA National Organic Program. Our certification program currently certifies over 1000 farm operations throughout the United States and internationally, representing over 3,750,000 acres of certified organic land. We certify the majority of organic operations in Oregon.

Organic agriculture is strong and growing in Oregon. Oregon is 6th in the nation in total organic acres[i]. Oregon is also 4th in the nation with organic farmgate sales valued at $269 million, a 14% increase over 2014[i].

Oregon Tilth has worked in partnership with Oregon State University to conduct needs assessment for both existing certified organic operations as well as transitioning farmers. A clear need identified by farmers is increased access to resources and expertise that addresses the unique needs of organic management systems. Providing students with a training program that responds to this unmet need will equip them with knowledge that opens career opportunities and will help support Oregon's growing organic sector.

Thanks in advance for your consideration.

Chris Schreiner
Executive Director
Oregon Tilth

[i] USDA National Agricultural Statistics Service, 2015 Certified Organic Survey

United States Department of Agriculture

Natural Resources Conservation Service

1080 SW Baseline Suite B2 Hillsboro, OR 97123 503-432-7836

DATE: 9 November 2018

SUBJECT: OSU Undergraduate Certificate Organic Farming Systems

TO: Nick Andrews
Oregon State University

Nick,

As you know, the Natural Resources Conservation Service helps people voluntarily conserve resources on their farms, forestland, and rangeland. We have thousands of staff nationwide, with offices in most counties throughout the country. NRCS was previously called the “Soil Conservation Service” and our origins date back to the 1930’s.

I’m excited to hear that OSU’s Horticulture Department is developing an online Undergraduate Certificate in Organic Farming Systems. I have seen a growing interest in our clients regarding organic farming and there is a true need for more talented people to help service this interest.

NRCS hires motivated staff to work with our clients. Our staff have diverse backgrounds and students with training in organic systems would be excellent additions to our workforce. It’s also great to think that the proposed program could be available to our current staff who seek continuing education to enhance their skill sets.

I encourage OSU to support this program as it will help organic farmers, the chain of industries associate with organic farming, and government agencies like mine.

Best wishes,

DEAN P. MOBERG
Basin Resource Conservationist

USDA is an equal opportunity provider, employer, and lender.

aurora
innovations

11/12/18

To: The Department of Horticulture at Oregon State University,

I write this letter in support for an undergraduate Certificate in Organic Farming Systems at Oregon State University.

Aurora Innovations is an organic potting soil and fertilizer manufacturer based in Eugene Oregon. For over a decade our company has been formulating and providing premium organic growing products for both home and commercial organic growers.

One of our primary goals as a company has been to educate conventional growers on the many important benefits that a transition to an organic farming system can provide.

To further this goal, we have invested heavily into R&D projects with the intention of developing new organic agriculture technologies and to refine existing organic farming methods. We couldn't do this work without the contributions of talented minds who share a passion for organic agriculture. Education programs that train and support those seeking a career in the industry are essential; but unfortunately, are in short supply. The growing demand for organic farming systems deserves more support and resources than are currently available.

A Certificate in Organic Farming Systems offered at OSU could provide the necessary skills for someone seeking a career in Organic farming and would be a valuable tool to help employers identify qualified candidates. We see the incredible potential and value a certificate in Organic farming systems will have for OSU and for organic farming agriculture. Please enhance the Universities course offerings by making this certificate a reality.

Respectfully,

Andrew Thurmond

General Manager

Aurora Innovations

POST OFFICE BOX 22041 | EUGENE, OREGON 97402 | 866 376 8578 | WWW.AURORAINNOVATIONS.COM

5505 SE International Way, Milwaukie. OR 97222
Phone: 503-234-7501 Fax: 503-234-7502 Toll Free: 800-388-4870
www.concentratesnw.com

11/8/2018

Oregon State University
1500 SW Jefferson St.
Corvallis, OR 97331

To whom it may concern,

Re. OSU Online Certificate in Organic Agriculture

Concentrates, Inc. is a supplier of agricultural products near Portland, Oregon, specializing in organic soil amendments, fertilizers, feeds, minerals, and salts. We have served the Pacific Northwest since 1938 from our warehouse and showroom near Portland, Oregon, and continue to provide new and innovative products and services to the agricultural community.

We are very glad to learn that the Department of Horticulture at Oregon State University is developing an online Undergraduate Certificate in Organic Farming Systems. This technical training program will provide students with cutting edge information on how to integrate science-, practice-, and regulation-based information relevant to Certified Organic farming systems.

We appreciate the technical skills-based approach used in this certificate. When we hire new staff, we often have to train them in house. Students graduating with this certificate will likely be competitive applicants for our job openings. This practical training will prepare them well to work with us.

We are glad that some of the online classes will also be available to non-degree seeking students at the post baccalaureate level. As the program is developed, we may encourage current staff to sign up for some of the online classes for their continued professional training.

We encourage OSU to support this program because we feel that it will support Oregon's Organic industry by providing a stream of more qualified OSU graduates, and training opportunities for our employees.

Sincerely,

Heather Havens, BS Ag OSU
General Manager

Zachary Menchini
Showroom Manager

Oregon State University

ACCESSIBILITY

New Program Proposal
(Degree or Certificate)
Guidelines for Addressing Accessibility

Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008 prohibits discrimination on the basis of disability. The Rehabilitation Act and the ADA require that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity operated by the University. Each qualified person shall receive the reasonable accommodations needed to ensure equal access to employment, educational opportunities, programs, and activities in the most integrated setting feasible.

For questions and assistance with addressing access, please contact:
Disability Access Services (541-737-4098) or the Office of Equal Opportunity and Access (541-737-3556)

Title of Proposal:

Undergraduate Certificate in Organic Farming Systems

Date:

February 12, 2019

School/Department/Program:

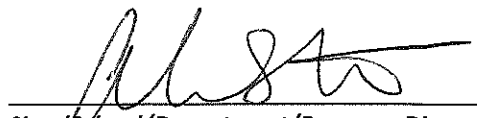
Department of Horticulture

College:

College of Agricultural Sciences

- ☒ Accessibility (https://accessibility.oregonstate.edu/policies)
- ☒ Faculty Guidelines (http://ds.oregonstate.edu/facultyguidelines)
- ☒ Information Technology Guidelines (https://accessibility.oregonstate.edu/ITpolicy)

By signing this form, we affirm that we have reviewed the documents listed above and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.



Sign (School/Department/Program Director/Chair/Head)

Alexandra Stone

Print (School/Department/Program Director/Chair/Head)

2/13/19

Date

Source: Office of Academic Programs, Assessment, and Accreditation (glb/ch; 4-26-16, 1-25-19)

OSU Libraries
Collection Development

Library Evaluation for Ecampus Program Proposal

Undergraduate Certificate in Organic Farming Systems
Title of Proposal

Horticulture
Department

Agricultural Sciences
College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

[ ] inadequate to support the proposal (see budget needs below)
[ ] marginally adequate to support the proposal
[x] adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1: Ongoing (annual):

Comments and Recommendations:

Date Received: 10/1/18 Date Completed: 10/8/18

Laurel Kristick
Collection Assessment Librarian
Signature

Kerri Goergen-Doll
Head of Acquisition & Resource Sharing
Signature Date 10/15/18

Faye A. Chadwell
Donald and Delpha Campbell
University Librarian and
OSU Press Director
Signature Date 10/15/18

Oregon State University Libraries Evaluation of the Collection Supporting a Proposal to Initiate an Undergraduate Certificate in Organic Farming Systems Ecampus Program

This Oregon State University Libraries and Press (OSULP) assessment reviews the monographic (especially e-books and streaming video) and electronic serials collections. In 2017, OSULP completed a library assessment for the graduate certificate in organic agriculture (see Appendix 1). As this proposed undergraduate certificate will use the same library resources, this review is limited to updating the data collected for the 2017 evaluation.

Summary of Recommendations

The library collections and services are adequate to support the proposed program.

Monographs and E-Books

The OSULP print monograph collection is still comparable to the peer institutions, with 1,231 titles, compared to Washington State University's collection of 1,035 titles and Iowa State University's collection of 1,888 titles.

Print monographs and other physical media are available to Ecampus students. Students can request items and OSULP will send them via FedEx.

The growing availability of e-books makes it possible to expedite access to more information from various locations. This obviously better serves our distance learners and is a convenience for our on-campus students and faculty. OSULP currently has 613 electronic books and 115 streaming videos on topics related to organic farming.

OSU is served well by the OSULP' investment in the Orbis/Cascades Alliance, whose combined collection is substantial. Students and faculty can order from the collections of all the libraries in the Orbis Cascade Alliance through the Summit catalog. University of Oregon, Portland State University, University of Washington and Washington State University are some of the larger research libraries represented in the Summit catalog. Books requested through Summit are delivered to OSULP within three to five working days.

Serials/Journals

The 2017 review determined that OSULP maintain an adequate journal collection to support the organic agriculture graduate certificate. These journals are also adequate to support the proposed undergraduate certificate in organic farming systems.

Since the 2017 review, the following journal is now available for OSU students and faculty:
Journal of sustainable agriculture and the environment, 2006-present

Indexes and Databases

The indexes and databases identified in the 2017 review are adequate to support the proposed program.

Key library services & librarian expertise

The Primary Contact for Ecampus library services is Stefanie Buck. In addition, subject expertise is covered by the Primary Contact for the College of Agriculture, Hannah Rempel. Primary Contacts serve as the major contact for faculty, staff and students, monitors trends in curriculum and research, attends relevant college, departmental and program events to gain insight, and identifies how OSULP expertise and resources can be most effectively used.

The collection in agriculture is built by the Collections Council. Providing access to items not owned by OSULP is the domain of the Interlibrary Loan and Summit staff both at OSULP and at lending libraries. Print articles located in the OSU Libraries collections may be requested via the Scan and Deliver service, which provides PDFs of the requested articles. Additional services for students include reference assistance via e-mail, chat and phone.

Respectfully submitted,

Laurel Kristick
Collection Assessment and Science Librarian
8 October 2018

OSU Libraries
Collection Development

Library Evaluation for Category I Proposal

Graduate Certificate in Organic Agriculture
Title of Proposal

Agricultural Sciences
College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

[ ] inadequate to support the proposal (see budget needs below)
[ ] marginally adequate to support the proposal
[X] adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1:
$

Ongoing (annual):

Comments and Recommendations:

Date Received: 10/23/17

Date Completed: 10/25/17

Laurel Kristick
Collection Assessment Librarian

Signature

Kerri Goergen-Doll
Head of Collections & Resource Sharing

Signature

Date

Faye A. Chadwell
Donald and Delpha Campbell
University Librarian and
OSU Press Director

Signature

10/15/18
Date

Oregon State University Libraries Evaluation of the Collection Supporting a Proposal to Initiate a Program in Organic Agriculture

This Oregon State University Libraries and Press (OSULP) assessment reviews the print monographic, e-book, and electronic serials collections needed to support the proposed Graduate Certificate in Organic Agriculture. As stated in the Cat 1 proposal, the objective of this program is to provide this necessary expertise, and produce graduates who will then be able to effectively work in organic food production, processing, distribution, policy-making, education, or potentially beginning their own organic-related businesses. From the OSULP perspective, students and researchers will tap various components of the library collections.

Summary of Recommendations

OSULP supports the current agricultural programs at Oregon State University. This review will look specifically at the subject areas related to Organic Agriculture.

The monograph and journal collections are adequate to support the proposed program.

Print Monographs and E-Books

Library evaluations of proposed programs have traditionally included the analysis of OSULP's print monograph collection. Comparing the monograph collection with other universities' collections is routine. This analysis includes a comparison of the monograph collection with peer institutions with a program similar to the one proposed. OSULP's monograph collection is above average in various organic agricultural subjects and is adequate to support the proposed program.

Table 1. Monograph Comparison with Peer Institutions.

Subject terms	OSU	Washington State	Iowa State	Green Mountain College	OSU Rank Among Peers	OSU Compared to Average
Alternative agriculture	67	68	72	12	3	122%
Bee culture	221	145	368	12	2	118%
Insect pests -- biological control	172	116	130	5	1	163%
Natural foods	48	55	128	11	3	79%
Natural foods industry	17	26	29	2	3	92%
Natural pesticides	24	19	22	0	1	148%
Organic agriculture	2	4	8	0	3	57%
Organic farmers	1	2	5	2	4	40%

Subject terms	OSU	Washington State	Iowa State	Green Mountain College	OSU Rank Among Peers	OSU Compared to Average
Organic farming	150	201	289	50	3	87%
Organic fertilizers	22	15	22	1	1	147%
Organic gardening	143	90	146	27	2	141%
Organic wastes	46	41	40	1	1	144%
Organic wastes as fertilizer	15	10	22	0	2	128%
Organic wastes as soil amendments	5	9	7	0	3	95%
Sustainable agriculture	417	332	712	66	2	109%
Total	1,190	1,005	1,825	158	2	114%

The growing availability of e-books makes it possible to expedite access to more information from various locations. Students are able to access the books from their computer or mobile device at any time. The library currently has over 600 e-books in organic agriculture topics.

OSU is well served by the OSULP investment in the Orbis/Cascades Alliance, whose combined collection is substantial. Students and faculty can order from the collections of all the libraries in the Orbis Cascade Alliance through the Summit catalog. University of Oregon, Portland State University, University of Washington and Washington State University are some of the larger research libraries represented in the Summit catalog. Books requested through Summit are delivered to OSUL within three to five working days.

Serials/Journals

The OSULP maintain an adequate collection of journals appropriate for this proposed program. There is concern that with regular price increases to our licenses and a flat budget that access may be eroded over time. The OSULP already have sacrificed timely access to some titles in favor of an embargo period to cut costs (these journals are only available after a 12-18 month delay). The Web of Science database was used to identify the journals that publish the most articles in organic farming, organic gardening, sustainable agriculture and related topics. This list was supplemented with journals indexed in CAB Direct with an organic or sustainability focus. This produced a list of 50 journals (see Appendix A). The list includes those titles that we have current access to, those with embargoes and those not owned by the OSULP.

OSU Libraries has current subscriptions to 44 of these titles (88%). This is indicative of a strong journal collection in this subject area and is adequate to support the proposed program.

The library will monitor usage of inter-library loan (ILL) for titles under embargo and those with no access to determine whether usage justifies the acquisition of additional journals.

Indexes and Databases

The core indexes to the relevant information for this program are listed in Table 2. The OSULP maintain access to these databases as they are core to many of OSU's primary research areas.

Table 2. Current Indexes and Databases

Database	Years Covered	Description
CAB Direct	1973-present	Covers journal articles, conference proceedings, and other materials in agriculture and other related topics.
Agricola	1970-present	Indexes journal articles, monographs, theses, audiovisual materials and technical reports related to agriculture.
AgEcon Search	1932-present	Repository of full-text scholarly literature in agricultural and applied economics, including working papers, conference papers, and journal articles.
Plant Management Network	1984-present	Fact sheets, newsletters, product listings, training resources and related information on plants.
Web of Science	1970-present	Multidisciplinary database indexing thousands of scholarly journals. Can search for articles that cite a known author or article.

Key library services & librarian expertise

The Library Liaison for the College of Agriculture is Hannah Rempel. Liaisons are library faculty members who monitor the strategic directions and priorities of college and programs, and are a conduit to the expertise and services of the OSU Libraries. They promote OSULP expertise and collaborate with Library Experts to integrate and leverage that expertise throughout the OSU Community.

Ecampus programs are also supported by Stefanie Buck, the Ecampus librarian. Professor Buck supports instructors and students in the use of library resources and services, including custom research guides and webinars on demand. See the Ecampus Library Services guide at https://guides.library.oregonstate.edu/c.php?g=285892&p=1906544 for more information.

OSULP also supports data management on campus through Clara Llebot Lorente, the Data Management Specialist. A data management and planning subject guide is available at http://ica.library.oregonstate.edu/subject-guide/1346-Data-Management-Planning.

The collection in agriculture is built by the Collections Council. Providing access to items not owned by OSULP is the domain of the Interlibrary Loan and Summit staff both at OSULP and at lending libraries. Print articles located in the OSU Libraries collections may be requested via the

Scan and Deliver service, which provides PDFs of the requested articles. Additional services for students include the physical attributes of the libraries including excellent computer facilities, study areas for individual and group work, and practice rooms for students.

Respectfully submitted,

Laurel Kristick
Collection Assessment and Science Librarian
October 25, 2017

Appendix A. Core Journals in Organic Agriculture

Journal title	OSU coverage
Agriculture ecosystems environment	1995-present
Agroecology and sustainable food systems	1990-present
Agronomy for sustainable development	1988-1998
Agronomy journal	1999-present
Applied and environmental microbiology	1953-present
Applied soil ecology	1995-present
Aquaculture	1995-present
Biology and fertility of soils	1997-present
Biopesticides international	
Bioresource technology	1995-present
Canadian journal of soil science	1957-present
Communications in soil science and plant analysis	1997-present
Egyptian journal of biological pest control	2005-present
Environmental monitoring and assessment	1997-present
Environmental pollution	1995-present
Environmental science and pollution research	1997-present
Environmental science technology	1967-present
Environmental toxicology and chemistry	1982-present
Food and chemical toxicology	1995-present
Food chemistry	1995-present
Food control	1995-present
Food research international	1995-present
Geoderma	1995-present
Hydrobiologia	1997-present
International journal of food microbiology	1995-present
International journal of recycling of organic waste in agriculture	2012-present
International journal of sustainable agricultural management and informatics	
Journal of agricultural and food chemistry	1953-present
Journal of biopesticides	2008-present
Journal of environmental quality	2001-present
Journal of environmental science and health. Part B, pesticides, food contaminants, and agricultural wastes	2001-18 months ago
Journal of food protection	1967-present
Journal of food science	1936-present
Journal of organic systems	2006-present
Journal of sustainable agriculture and the environment	
Journal of the science of food and agriculture	1996-present
LWT food science and technology	1995-present

Appendix 1. 2017 Library Evaluation for Graduate Certificate in Organic Agriculture

Journal title	OSU coverage
Nutrient cycling in agroecosystems	1997-present
Organic agriculture	
Organic farming	2015-present
Organic view	1998-present
Plant and soil	1997-present
PLOS one	2006-present
Science of the total environment	1995-present
Soil biology biochemistry	1995-present
Soil Science Society of America journal	1999-present
Soil tillage research	1995-present
Soil use and management	1985-present
Sustainable agriculture research	2012-present
Water science and technology	1982-present

Undergraduate Certificate in Organic Farming Systems
Faculty List*

Alex Stone, PhD – Environmental Science (Plant Pathology and Soil Science emphases)
Associate Professor, Extension Vegetable Specialist
Program director
Course developer and instructor: HORT 306, 308, 344, 482

Christine Anderson Brekken, JD and MS – Ag. and Resource Economics
Instructor
Course developer and instructor: AGRI 411

Deanna Lloyd, MS – Crop Science
Instructor
Coordinator of undergraduate certificate development.
Course developer and instructor: HORT 212, HORT 307
Course developer (with Fernandez-Salvador): CROP 355

James Cassidy, MS – Soil Science
Senior Instructor
Course developer and instructor: SOIL 360

Javier Fernandez-Salvador, MS - Horticulture. PhD candidate - Horticulture.
Assistant Professor
Course developer and instructor: CROP 355

Nick Andrews, MS - Entomology
Associate Professor of Practice
Course developer and instructor: HORT 212, HORT 344, SOIL 360

*Faculty CVs available upon request

Capital Planning and Development
Oregon State University
3015 SW Western Blvd
106 Oak Creek Building
Corvallis, Oregon 97331

P 541-737-5412
F 541-737-4810
cpd.oregonstate.edu

1/4/2019

Deanna Lloyd
Instructor
Crop and Soil Science
Crop and Soil Science
Oregon State University
Corvallis, OR 97331

Dear Deanna,

We appreciate the opportunity to review the College of Agricultural Science within the Department of Horticulture proposal to offer a new instructional program leading to an Undergraduate Certificate in Organic Farming Systems. Per our review of the documentation provided, we understand that the program will require no immediate additional space to accommodate new faculty, instructional, research, student support and administrative functions.

From the Cat 1 proposal all core curriculum courses will be taught online with no on-campus classroom space necessary. Existing faculty will be used to teach the courses need to attain this Undergraduate Certificate in Organic Farming Systems.

Given that your proposal outlines that no new space will be need to complete the Undergraduate Certificate in Organic Farming Systems, Capital Planning and Development supports this proposal.

Sincerely,

Libby Ramirez
University Architect/Manager, Capital Resources
Oregon State University

Eric Smith
Management Analyst / Space Management
Oregon State University

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Division of Extended Campus
Oregon State University
4943 The Valley Library
Corvallis, Oregon 97331

MOU for New Online Program

Undergraduate Certificate in Organic Farming Systems

College of Agricultural Sciences
Prepared 9/26/2018

OSU Ecampus welcomes this opportunity to partner with the College of Agricultural Sciences to make an Undergraduate Certificate in Organic Farming Systems available to an off-campus audience effective fall 2019. This program will be an important addition to Oregon State's online offerings.

Partnership agreement

The following section provides a high-level overview of the partnership expectations of the College of Agricultural Sciences, hereafter referred to as "the College", the support and services Ecampus provides, and the funding agreement. The appendices provide further detail regarding Ecampus services and expectations. Upon signing the partnership agreement, the College commits to sharing the relevant appendices with appropriate personnel.

Program coordination

The College agrees to ensure there is sufficient coordination of the program between the department and with Ecampus. A checklist of responsibilities and expectations for program development coordination is listed in Appendix 1.

- The program coordination person(nel) are expected to be familiar with all sections of the MOU and ensure all agreed upon expectations have been met.
- Ecampus will fund, per the agreement in the Funding section, the program development coordination for 7 terms.
- The College is responsible for funding the program leadership once development is complete.
- The College will identify the person(nel) responsible for coordination tasks. It is the responsibility of the academic unit to provide for ongoing administrative support for the program, as distinct from program development coordination, which is funded under this agreement.

The College agrees to appoint the following as the primary liaison for program development coordination:

Deanna Lloyd, Experiential Education Coordintor, College of Agriculture

Ecampus Support

Ecampus will assign the academic programs manager, to be the key contact for the College regarding this program throughout its lifecycle. The academic programs manager will work with program personnel to coordinate efforts within Ecampus, through the curricular review/approval process, and thereafter. The academic programs manager will track program development progress and provide high-

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level reports to the College throughout the program's lifecycle. The College will ensure a continuous relationship with the academic programs manager and keep them informed of any impactful changes within the program.

Marketing and Enrollment Services (MES)

Whether it's through the Ecampus website, an inspiring story or a friendly phone call or email, the Ecampus Marketing and Enrollment Services team helps connect prospective online students with Oregon State.

- The Ecampus marketing team will work collaboratively with the program to develop a program microsite (hosted on the Ecampus website upon curricular approval) and a prospective student communication plan.
- Inquiries for this program will be directed to Ecampus and collected in a customer relationship management (CRM) system. Staff in Ecampus Enrollment Services will follow up with prospects through individualized and automated communications.
- Note: Ecampus marketing implementation, including microsites going live, will begin once curricular approval has been granted and administrative systems are in place for applicants to the program.

Course Development and Training (CDT)

Ecampus commits to delivering high-quality online courses. Each faculty course developer will be assigned to work with an instructional designer from Ecampus. All courses making up the distance degree will be focused on outcome-based learning and aligned with the accrediting standards for learning outcomes established by the OSU Office of Academic Programs. All courses in the proposed program will be developed using the best practices framework for instructional design for distance education courses and programs, aligned with OSU and national standards for distance education courses and programs, employing the Canvas learning management system. Please see Appendix 2 for course development and training expectations and schedules.

Use of course and materials

- The faculty course developer is the named author or principal developer of course materials. The course developer may remove his or her name from the course at any time, in coordination with the academic department or school and Ecampus. The department or school can appoint others to teach this course.
- Consistent with the **standards and policies of Oregon State University**, OSU owns the course and materials, and OSU shall have the exclusive right to offer the course to any student at any location.

Course delivery

Ecampus provides scheduling and proctoring support for course delivery every term. You can find department and instructor expectations in Appendix 3.

Term of Offer: Students may enroll as distance degree seeking students in **fall 2019.**

Course scheduling: Ecampus schedules all online courses in coordination with the Office of the Registrar's schedule desk. To schedule a course, departments submit course CRN requests

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through the online CRN request form located on the Ecampus website at least two weeks before the first registration deadline of the upcoming term.

Proctored exams: The use of proctored exams for a course is at the discretion of the instructor and department. If proctored exams are going to be required, the CRN request should clearly indicate this. Ecampus Testing (ecampustesting@oregonstate.edu) will assist instructors and students in locating and coordinating proctors and delivery of all exam materials. Ecampus Testing will also provide instructors with assistance for any special circumstances that might arise involving a proctored exam.

Program maintenance

A major factor in continued excellence is the maintenance and refreshment of courses and the program. As part of maintenance, the College commits to the following:

- Course redevelopment cycles every 3-5 years to ensure course material is current, relevant, and maintains curricular alignment (Ecampus has a proposal process and offers course development funding, training, and support for the redevelopment of courses.)
- Regular check-ins with program lead, coordinated through the Ecampus academic programs manager, to ensure marketing and recruitment, advising, student services, and course offerings are current and effective
- Communicate with Extended Campus' academic programs manager as changes to the program are being proposed, not post-facto
- Review program sustainability with Ecampus fiscal strategist

Funding

Funding overview with details of budget transfer per program component: coordination, course development, and program delivery. Funds will be transferred to the College per the agreement below. Ecampus provided staffing funds are to be used only for the indicated purpose.

Total funding for one year development = $ 80,500

Non-recurring total = **$ 80,500**

Course development

- **$ 28,000**
  - Funding provided per the schedule shown in Appendix 2a.
  - Develop 8 new OSU courses (see Course Development Plan, Appendix 2a) at $3500 per course.
  - Funds will be budget transferred to the College for support of course development:
    - once a course is deemed complete and up to standards, and
    - has been reviewed and approved by the appropriate designee of the College in collaboration with the Ecampus Director of Course Development and Training.

Program development coordinator

- **$ 52,500**
  - 7 consecutive terms.
  - First payment of budget transferred to the department upon signing of the MOU;
    - First Year: $30,000 (4 terms)

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        - Second Year: $22,500 (3 terms)
    - Ecampus will assume no direct payroll.

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Signatures

Signatures below indicate acceptance of these terms and conditions. Signatures also indicate that identified personnel (coordinators, advisors, course developers, Ecampus staff, etc.) will be notified of their responsibility in meeting the expectations outlined within this MOU.

DocuSigned by:
Penelope Diebel
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10/8/2018 | 13:58:24 PDT

Penny Diebel, Assistant Dean for Academic Programs, College of Agricultural Sciences — Date

DocuSigned by:
Lisa Templeton
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10/8/2018 | 14:18:25 PDT

Lisa L. Templeton, Associate Provost OSU Extended Campus — Date

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Appendix 1: Department Coordination Expectations and Check-ins

Below is a checklist of expectations and responsibilities of the College for person(nel) assigned to each stage of new program coordination. The College will ensure personnel are assigned to the following tasks.

Proposing:

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Prior to the signing of the memorandum of understanding between Ecampus and the College (MOU). If the outlined tasks are not complete at time of signing, the College agrees to ensure these expectations are met quickly.

- Identify program development coordinator
- Submit program proposal and work with Ecampus Academic Programs Manager to clarify and revise as necessary
- Create or coordinate the creation and submission of CAT I/II proposals as needed, keeping Ecampus Academic Programs Manager involved
    - Create curriculum comparison chart
- Create degree map for new students and transfer students that creates an unobstructed path towards graduation
- Create course development schedule
    - Identify and secure commitment from faculty developers
        - If multi-disciplinary, coordinate across units and ensure buy-in from external department/school.
    - Clearly communicate development and offering expectations with faculty developers
    - Ensure the development schedule aligns with degree map

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- Become familiar with enrollment policies that impact their student population
- Determine expectations for student enrollment numbers
    - Ensure course offering schedule enables achievement of enrollment numbers
- Ensure MOU is signed

Program Development Coordination:

During development; funded by Ecampus

Between the signing of the MOU and the completion of the program development. Below the tasks have been segmented into phases of the development.

Ongoing through entire development process:

- Act as liaison between Ecampus contacts and the College to ensure Ecampus is aware of any program or staff changes, and that the College is aware of Ecampus updates
    - Change of personnel updates
    - Delays in development or launch
    - Status of curricular proposal

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  - Website information changes
- Identify instructor/TA course development/facilitation training needs, coordinating with Ecampus to plan and schedule training
- Attending regular and frequent meetings with Ecampus
- Be the College's key contact regarding anything related to the Ecampus program development
- Work with Ecampus Marketing Enrollment Services team to ensure enrollments are reaching desired levels
- Work with Ecampus to map out program sustainability model

Starting the development:

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- Meet with Academic Programs Manager and Assistant Directors from Ecampus units for an Ecampus Development Orientation
- Meet with the Ecampus Director of Course Development and Training to discuss training schedule for faculty course developers, course design standards, collaboration with the Course Development and Training team, and course development workflow.
  - If developing a course, complete Developing an Online Course workshop
  - Reviews curriculum or coordinates such reviews within the department
- Meet with Marketing team to coordinate marketing strategy, including competitive differentiation and target audience

During the development process:

- Course Development
  - Ensure alignment of online learning outcomes with those on-campus, and/or ensure curricular alignment with on-campus programs/courses
  - Ensure courses are developed according to the agreed upon timeline and course design standards
    - Ensure all course materials have been submitted 6 weeks prior to the start of the term for each course development

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Lisa Templeton
10/8/2018 | 14:18:25 PDT

  - Encourage QM certifications where appropriate
  - Help create and coordinate program wide policies and approaches, if desired, as appropriate for the college
    - Test proctoring
    - Open texts
- Department and Student Services
  - Establish which courses will be offered in specific future terms and submit those courses to be added to the schedule of classes

Completing the development:

- Identify ongoing program lead, who will serve as Ecampus' main point of contact regarding the program moving forward (if different than program development coordinator)

Post-development program leadership:

Post development; funded by the College

Once development of the program has been completed

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- Attend and contribute to regular program check-ins
- Establish which courses will be offered in specific future terms and submit those courses to be added to the schedule of classes
- Distribute program reports from Ecampus to appropriate stakeholders
    - Work with Ecampus academic programs manager to communicate changes or updates to the program and curriculum
- Coordinate the redevelopment of courses within the program after 3-5 years
- Update Ecampus Academic Programs Manager of any changes in the program or personnel
- Working with the Ecampus Marketing and Enrollment Services team (MES) to ensure enrollments are on target and aiding in marketing efforts as needed
- Collaborate with Ecampus Fiscal Strategist to ensure program is sustainable and growing as necessary

Appendix 2: Course Development and Training Expectations

This document is to be shared with all course developers.

- **Course Development Period**: Course development will start spring 2018 and will be completed by spring 2020. Course development will progress according to the development planning chart (See Appendix 2a). Ecampus develops courses over a period of two terms. Course materials are due six weeks in advance of the initial term offering.
- **Schedule Adjustments**: Adjustments to the development plan need to be submitted to Ecampus in writing. If a development plan adjustment is requested, an amended development planning chart should also be submitted (See Appendix 2a).
- **Training Schedule:**
    - Course developers new to online course development or new to OSU will participate in the Developing an Online Course workshop offered by Ecampus.
        - Funding in the amount of $500 is provided for completion of this training,
        - As a 6-week, asynchronous workshop, it requires approximately 18-20 hours to complete.
        - Offered week 2 through week 8, every term
        - Ecampus recommends that course developers participate in this workshop at least two terms prior to first delivering the course.
    - Experienced course developers completing redevelopments of existing online courses will participate in the Redeveloping an Online Course workshop offered by Ecampus.
        - Funding in the amount of $350 is provided for completion of this training,
        - As a 4-week, asynchronous workshop, it requires approximately 12-15 hours to complete.
        - Offered week 2 through week 6, every term
        - Ecampus recommends that course developers participate in this workshop at least two terms prior to first delivering the course.

All courses making up the distance degree will be focused on outcome-based learning and aligned with the accrediting standards for learning outcomes established by the OSU Office of Academic Programs.

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All courses in the proposed program will be developed using the best practices framework for instructional design for distance education courses and programs, aligned with OSU and national standards for distance education courses and programs, employing the Canvas course management system. (Sample best practice courses are available for review.) Appendix B, Ecampus Essentials, and Appendix C, Overview of Best Practices for Online Course Design, elaborate on these best practices. In order to be deemed complete and to receive development funding, courses will need to demonstrate the items in Appendix B, Ecampus Essentials. Exceptions must be approved by the Director of Course Development and Training.

Each Course Developer will be assigned to work with an Instructional Designer from Ecampus. The Course Developers will engage in continued collaboration with the Course Development and Training team from project inception and will ensure course completion and approval of the course *at least 6 weeks prior* to the initial term start. Completion status of the course is determined by the Ecampus Director of Course Development and Training (CDT) in consultation with the College designee.

If the course materials are not received at least 6 weeks prior to the start of initial term, the CDT Director will consult with the College concerning advisability of course cancellation.

Course Developers will work with an Ecampus Instructional Designer to complete an evaluation of the course design within one term of its initial offering.

Ecampus will provide basic course development and production including: instructional design with best practices covering online pedagogy, accessibility, copyright, project management, media development, Canvas course development, training, and on-going student and instructor support.

When development is complete, the College must give approval for on-going offerings of each course in order to accommodate student demand for the course and timely progress towards degree completion, and to allow Ecampus to recoup development costs over time.

- The sequence and timing of course design, development, and offering are delineated in the Development Plan below. (See Appendix 2a.)
- All courses must have full curricular approval and be posted to OSU General Catalog before they can be offered for online delivery.

Use of Course and Materials

1. The Course Developer is the named author or principal developer of course materials. The Course Developer may remove his or her name from the course at any time, in coordination with the academic Department or School and Extended Campus. The Department or School can appoint others to teach this course.
2. Consistent with the **standards and policies of Oregon State University**, OSU owns the course and materials, and OSU shall have the exclusive right to offer the course to any student at any location.

Appendix 2a: Program Development Plan

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Course	Title	New/ Revised	CR	Course Developer	SP18	U18	F18	W19	SP19	U19	F19	W20
					Year 1				Year 2			
HORT212	Introduction to Orgnaic Systems	New	4	Nick Andrews	D	D	D	O			O	O
HORT344	Insect and Disease Management in Organic Cropping S	New	3	Alex Stone	D	D	D	D	O			
SOIL360	Soil Management for Organic Production	New	3	James Cassidy		D	D	O				O
CSS3XX	Introduction to Organic Certification	New	3	Salvador			D	D	O			
HORT3XX	Weed Management in Organic Cropping Systems	New	3	Alex Stone					D	D	O	
HORT3XX	Inputs in Organic Cropping Systems	New	2	Alex Stone						D	D	O
HORT4XX	Issues in Organic Systems	New	3	Deanna Lloyd		D	D	D	O			
HORT4XX	Design and Management of Organic Cropping Systems	New	3	Stone/Lloyd							D	D

Appendix 2b: Ecampus Essentials

The course-design rudiments listed below are considered "Ecampus Essentials." In order for a course development to be deemed complete and funding processed, these requirements need to be met. (In rare cases where an exception may be warranted, the faculty course developer should consult with the Director of Course Development and Training.)Faculty developers work in collaboration with Ecampus personnel and must meet agreed-upon course development deadlines.

1. Faculty developers work in collaboration with Ecampus instructional designers from project inception through completion, meeting ongoing agreed-upon course development deadlines.
2. All OSU-required syllabus information is present, including learning outcomes and, if applicable, outcomes and special curricular instructions for Bacc Core, WIC, and DPD. Online courses are expected to meet the same learning outcomes as sections taught in other modalities.
3. Outcomes, course content, learning activities, and assessments are aligned in terms of content and cognitive level.
4. Courses are organized with student-centered navigation, using a units/themes/week-by-week folder structure (as opposed to lengthy menus or a mass collection of files without a discernible organization).
5. Three forms of interaction are present, in some form, in the course:
    a. Student/content (such as discussion board, readings, video, research projects)
    b. Student/instructor (such as discussion board, response to assignments, inclusion of a Q&A forum the instructor will facilitate)
    c. Student/student (such as discussion board, group projects, peer reviewed assignments)
6. Appropriate tools are used for their intended purposes (for example: assignment tool for homework rather than having students emailing assignments, grade center for communicating grades). Tracking assignments and student progress through Canvas helps us create an archive of the class once it is over, which we can reference in case of a clerical error on a student transcript or a grade challenge. Tracking assignments and student progress through Canvas also helps Financial Aid determine if a student has been "present" in an online class.
7. Copyright permissions for any borrowed images, textual content, film, or other source materials have been requested (course developers provide publication information; Ecampus processes requests).

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8. Audio and visual quality must be clear for all multimedia, and multimedia is designed and produced for an audience of online students.
9. Course content is posted in accessible format (such as a PDF file with document tags, alt text provided for images, captions or transcripts for lectures, and PowerPoint presentations with sufficient contrast between the background and text).
10. Information about learner support is provided, such as the Start Here Module in the Ecampus Canvas course template, which includes a link to Ecampus Student Resources.

Appendix 2c: Overview of Best Practices for Online Course Design

This chart builds upon "Ecampus Essentials" to provide more information about best practices in online course design. Recommendations are based upon the Quality Matters Rubric.

General Standard	Detailed Standards	Why it's important
Course Overview and Introduction* Navigation	• Course structured into intuitive sections (weeks, units, etc.), with all materials for each section housed within that section • Intuitive and logical navigational structures are present • All OSU-required syllabus information is present (instructor's name, OSU email address, contact information, grading policies, etc.) • A course schedule with due dates is provided (within the syllabus or as a separate document) • Syllabus also includes information for online students, such as netiquette requirements and technical support info • Required special curricular instructions are provided for Bacc Core, WIC, and DPD courses	Clear navigation and overview/introductory materials help students find what they need, reducing frustration. They help students avoid missing important instructions or assignments.
Learning Outcomes	• Course outcomes are equivalent to on-campus offerings of the same course • Course outcomes are measurable and observable (avoiding ambiguous verbs such as "understand," or "comprehend") • Weekly learning Outcomes and a weekly introduction is provided	An OSU course is an OSU course, regardless of modality. Learning outcomes are the roadmap for the course. Clear outcomes tell us exactly what should be covered and at which depth. Weekly Outcomes help students understand how daily coursework relates to course outcomes.
Assessment and Measurement	• Grading policies are stated clearly (such as stating grading criteria or supplying a rubric) • Assessments (assignments, exams, projects, discussions, etc.) are aligned with course outcomes, weekly Outcomes, content, and cognitive	Clear expectations help students succeed. Assessments should be aligned with outcomes to ensure that outcomes are being met.

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	level • All assessments are collected within Canvas • Assessments are varied, including formative and summative assessments • If proctored exams are desired, proctoring requirements are established with the testing coordinator and communicated in the syllabus	Collection within Canvas is important for record-keeping and financial aid purposes. Using a "grade early, grade often" approach helps students monitor progress and helps to close the distance gap.
Instructional Materials	• Instructional materials are in alignment with the course outcomes and weekly Outcomes • Instructional materials are appropriately cited • Copyright permissions for any borrowed images, textual content, film, or other source materials have been requested; in cases where permissions are denied or when fees are not feasible, the source materials in question are removed. Videos are not streamed until permission is granted. • Instructional materials are presented in formats demonstrating best practices for distance education o Appeal to a variety of learning preferences (readings, audio, visual, multimedia, etc.) o Lecture content is brief (<20 mins.) o All recordings are designed for Ecampus students (no recording of in class material) o Audio and visual quality must be clear for all multimedia • Lectures are ***not*** required; it is fine to use existing materials such as links to open education resources, readings, activities, etc.	Instructional materials should prepare students for assessments. Copyright laws must be followed. Research shows that using best practices for presenting instructional materials helps students learn more effectively (for example, using active learning strategies, where students perform meaningful actions involving course content and then reflect on learning). Materials for online classes should be created for the audience of online students. Online students feel at a disadvantage when they are merely given recordings of on-campus activities or lectures.
Learner Interaction and Engagement	• Learning activities are aligned with course outcomes and weekly learning Outcomes • Opportunities for active learning (meaningful action + reflection) are provided • The instructor's response times for communications and grading are	Research shows that active learning opportunities, as well as the three forms of interaction, are effective in online classes and for adult students.

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	clearly stated • Three forms of interaction are present in the course: o Student/content (such as discussion board, readings, video, research projects) o Student/instructor (such as discussion board, response to assignments, inclusion of a Q&A forum the instructor will facilitate) • Student/student (such as discussion board, group projects, peer reviewed assignments)	Response times help create a structure for interaction.
Course Technology	• Appropriate tools are used for their intended purpose (assignment tool for homework, exam tool for exams, rather than having students email assignments, for example) • Tools outside of Canvas are used in ways that comply with FERPA regulations and student completion of work is logged within Canvas • Grades are communicated to students using the Canvas grading center • Links to outside resources are functional	FERPA adherence is required by law. Tracking student participation and progress within Canvas helps us keep records and helps the financial aid office determine eligibility.
Learner Support	• Information about learner support is provided, such as the Start Here Module in the Ecampus Canvas course template, which includes a link to Ecampus Student Resources • LibGuides are embedded in Canvas course shells, when appropriate	Access to student services sometimes differs for campus and Ecampus students. Online student fees provide access to Ecampus-specific student services, such as NetTutor.
Accessibility	• Simple font and color schemes are used • Canvas pages are structured in an accessible format (such as using heading styles) • Visuals, such as PowerPoint presentations, contain sufficient contrast from background color to foreground text • Audio and video materials have captions or transcripts available • Documents are posted in accessible format (such as a PDF file with document structure tags, and images with alt text)	Providing accessible content is required by law. Using a universal design approach during course development is better for students, is more inclusive for diverse learners, and is more efficient than retrofitting a non-accessible course.

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Appendix 3: Course Delivery Expectations

- **Course Scheduling:** The Ecampus Course Scheduler schedules all Ecampus courses in coordination with the Office of the Registrar's Schedule Desk. To schedule a course, departments submit course CRN requests through the online CRN request form located on the Ecampus website at least two weeks before the first registration deadline of the upcoming term.
    - Departments will
        - First work with the Ecampus Development Scheduling department to submit and work through the proposal approval process at least two terms in advance of when the course will be offered.
        - Provide a completed CRN request form including all necessary information to schedule the course to the Ecampus Course Scheduler.
        - Submit all necessary information to update courses to the Course Scheduler (ecampus.scheduling@oregonstate.edu), including course status changes, instructor additions, course cancellations or deletions, enrollment cap adjustments, etc.
        - Assign a department staff or faculty member to act as a scheduling contact on behalf of the department.
        - Review quarterly reports to ensure the accuracy of course offerings.
        - Communicate any course changes to the Course Scheduler (ecampus.scheduling@oregonstate.edu) in a timely manner.
    - Instructors will
        - Submit course text materials to the Course Scheduler or to the OSU Beaver Store two weeks in advance of the first registration deadline.
        - Submit a sample course syllabus to (ecampus.syllabi@oregonstate.edu).
        - Communicate any course changes to the Course Scheduler (ecampus.scheduling@oregonstate.edu) in a timely manner.

- **Proctored Exams:** The use of proctored exams for a course is at the discretion of the instructor and department. If proctored exams are going to be required, the CRN request should clearly indicate this. Ecampus Testing (ecampustesting@oregonstate.edu) will assist instructors and students in locating and coordinating proctors and delivery of all exam materials. Ecampus Testing will also provide instructors with assistance for any special circumstances that might arise involving a proctored exam.
    - Departments will
        - Indicate proctored exams on the CRN request and ensure that the course catalog includes the comment about proctored exams being required (Proctored exam(s) required; may involve an additional fee.)
        - List the instructor for proctored courses in the course catalog. Please no 'Staff' entries.
    - Instructors will
        - Clearly list that proctored exams are required in the course syllabus. This should include a list of the proctored exams and the dates the exams will be available for students to take.

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- Provide Ecampus Testing with the exam parameters (dates, materials allowed, time limit, and password) **no later than** the Friday of the first week of the term. All instructors using proctored exams will be emailed instructions approximately two weeks before the term begins.
- Communicate any changes to the exam parameters to Ecampus Testing in a timely manner.
- Ecampus Testing will assist in investigating reports of academic misconduct for proctored exams, but the instructor will be responsible for filing any paperwork with the office of Student Conduct and Community Standards.

Reply Reply All Forward

Letter of Support for New Undergraduate Certificate Program

Lloyd, Deanna Merle

To: Cassidy, James Richard

Tuesday, February 12, 2019 9:12 PM

Dear James,

I am reaching out to inquire if you would be willing to write a letter of support for the new online undergraduate certificate in Organic Farming Systems that is being developed by the Department of Horticulture. With your experience working with the Organic Growers' Club and OSU Student Farm, we would appreciate your perspective on the reception and necessity of this certificate.

Cheers,
Deanna

Deanna Lloyd *(she/her/hers)*
Instructor & Experiential Education Coordinator
Sustainability Double-Degree Program
Crop & Soil Science Department // Department of Horticulture
Oregon State University

Oregon State University

Department of Crop & Soil Science
3017 ALS Builiding
Oregon State University
Corvallis, Oregon 97331

2/26/19

Re: Undergraduate Certificate in Organic Farming Systems

Dear Curriculum Council,

I am writing to express my support of the proposed Undergraduate Certificate in Organic Farming Systems.

I have worked closely with undergraduate populations at OSU for over 20 years as a teacher, mentor, and as the founder and faculty advisor of OSU's Organic student farm – the OSU Organic Growers Club. The student farm has been extremely popular because of student interest in organic production – the students have led the way since the very beginning. Additionally, the science has caught up with the subject. Twenty years ago there was little in the way of organic research, but now there are far more learning resources available to students.

The idea of a structured program in organic agriculture has long been a dream of mine and that of many thousands of students who have worked to build the student farm over the past 19 years. This certificate program gives students a real path forward to getting the education they want. It's a very exciting time in agriculture and our students will continue to inform the future. The Undergraduate Certificate in Organic Farming Systems is part of that leadership.

Sincerely,

James Cassidy
Senior Instructor
Oregon State University

Reply Reply All Forward

Request for Letter of Support

Lloyd, Deanna Merle

To: McDonald, Sarah Finger

Cc: Stone, Alexandra

Wednesday, February 13, 2019 11:38 AM

You replied on 2/20/2019 3:51 PM.

Hi Sarah,

I am reaching out to inquire if you would be willing to write a letter of support for the proposed online undergraduate certificate in Organic Farming Systems. As Ecampus advisor for the Department of Horticulture, we would appreciate your perspective on the reception and necessity of this certificate.

We appreciate your time and support!

Cheers,
Deanna

Deanna Lloyd *(she/her/hers)*
Instructor & Experiential Education Coordinator
Sustainability Double-Degree Program
Crop & Soil Science Department // Department of Horticulture
Oregon State University

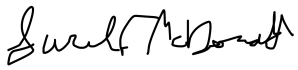
I am writing to express my support for offering a certificate in Organic Agriculture through Ecampus.

We currently have 131 students enrolled in the online General Horticulture degree program. The Organic Agriculture certificate will be of interest to many of our students who will be able to complete the certificate along with their BS. In addition, courses offered through the certificate program will fill a need for our online students who are interested in expanding their knowledge of horticulture production systems. These students may not complete the certificate but access to courses in organic agriculture will allow them to expand their knowledge of management practices.

We have a number of post-bacc students in General Horticulture who are completing only a Horticulture minor online. Many of these students are studying horticulture for personal enrichment. They want to learn about producing healthy food for their own consumption. The Organic Agriculture Certificate program will serve these students well.

I envision this certificate offering opportunities for students interested specifically in organic agriculture and adding value to our General Horticulture program by expanding our online course offerings in an area that students are interested in exploring.

Thank you for your consideration.



Sarah Finger McDonald
Academic Advisor, Department of Horticulture

Reply Reply All Forward

Request for Letter of Support

Lloyd, Deanna Merle

To: Johnson, Kenneth

Cc: Stone, Alexandra

Thursday, February 21, 2019 5:43 PM

Hi Ken,

The Department of Horticulture is currently developing an Undergraduate Certificate in Organic Farming Systems. This technical training program will provide students with cutting edge information on how to integrate science-, practice-, and regulation-based information to design and trouble-shoot organic farming systems.

This program was created based on feedback from the organic industry and through exploration of available organic education options. At this point, no online undergraduate certificate focused on technical organic production exists in the country.

You have expressed support of organic education and we would appreciate it if you would be willing to write a letter of support for the Undergraduate Certificate in Organic Farming Systems. As a professor in the Department of Botany and Plant Pathology - and with your experience in organic systems - we would value your perspective on the reception and benefits of this certificate.

If interested, we would appreciate your letter by Tuesday, February 26th. Please let me know if you have questions.

Thank you for considering our request!

Cheers,
Deanna

Deanna Lloyd *(she/her/hers)*
Instructor
Crop & Soil Science Department // Department of Horticulture
Oregon State University

Department of
Botany and Plant Pathology

2082 Cordley Hall
Corvallis, Oregon
97331-2902

February 28, 2019

Ms. Deanna Lloyd
Instructor
Crop & Soil Science Department // Department of Horticulture
Oregon State University
CAMPUS

Dear Deanna:

This is a letter of support for the proposed Undergraduate Certificate in Organic Farming Systems being developed in the Department of Horticulture.

As you know, I have taught plant pathology at OSU for 30 years, and my research program focuses on disease management in horticultural crops. In recent years, much of my research effort has been concerned with disease management in organic orchards.

Because I teach undergraduates and meet annually with numerous industry groups, I can confirm there is demand for greater knowledge of organic production systems. For example, the state of Washington is the largest apple, pear and cherry producer in the nation with an organic acreage in that now exceeds 30,000 acres (a farm gate value of $1.2 to $1.5 billion/year). More widely, hundreds of jobs in the western U.S. provide the technical knowledge to produce organic crops profitably.

Modern food production increasingly requires industry professionals to seek out continuing education to enhance their knowledge of the science, practice and regulation of organic farming. An online certificate in Organic Farming Systems, if well done, is likely to attract a professional clientele who need up to date information and skills for working in these systems. It is helpful that this program is online so people working in that industry can take a single course or the entire certificate without leaving their jobs.

It is exciting to me that I will be able to recommend OSU to current and future horticultural professionals looking to enhance their careers in a growing part of the region's agricultural economy. I am looking forward to your success!

Sincerely,

Kenneth B. Johnson

Kenneth B. Johnson
Professor
Tel: (541) 737-5249
Fax: (541) 737-3573
Email: johnsonk
@science.oregonstate.edu

OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources allocated to the Proposed Program, if any.
If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: Undergraduate Online Certifcate in Organic Farming System

BUDGET PERIOD: From FY 2018-2019 to FY 2019-2020

Business Center AMBC

Name and Title of Reviewer Pia-wah Sim

DocuSigned by: Pia-Wah Sim 5CAC514FE3A34C9... te 2/27/2019 | 11:48:23 PST

	One-Time			
	Fiscal Year 1	Fiscal Year 2	Fiscal Year 3	Fiscal Year 4
Personnel				
Faculty, Tenured/Tenure-track				
Alex Stone				
Javier Fernandez-Salvador				
Faculty, fixed-term				
Deanna Lloyd,coordinator/content	18,878	12,963		
Christine Brekken				
James Cassidy	7,681			
Sub-total, Faculty	18,878	12,963	-	-
Support Staff Program Advisor Salary		-		
Support Staff Content Developer Sala	11,250	11,250		
OPE - Tenured Faculty				
OPE - Fixed Term Faculty	17,257	8,685		
OPE - Support Staff	5,625	5,625		
Personnel Subtotal	53,011	38,523	-	-
Other Expenses				
Library, Printed				
Library, Electronic				
Services & Supplies				
Capital Equipment				
Other Resources Subtotal	-	-	-	-
Physical Facilities				
Construction				
Major Renovation				
Other Expenses				
Physical Facilities Subtotal	-	-	-	-
Total Cost of Program	**53,011**	**38,523**	**-**	**-**
Resources				
Current Budget, unit				
Tuition (e campus, differential)				
Institutional Reallocation from other budgetary units				
Other, describe:				
Ecampus fund - course develop		21,700		
Ecampus fund - prog coordinator		52,500		
CAS Matching fund		21,700		
Total Resources	**-**	**95,900**	**-**	**-**

Note: Please include budget narrative describing items listed above.

Revenue/Expense check *4,365.86*

OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources allocated to the Proposed Program, if any.
If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: Undergraduate Online Certifcate in Organic Farming System

BUDGET PERIOD: From FY 2018-2019 to FY 2019-2020

Business Center AMB Date 2/27/2019 | 11:48:23 PST

Name and Title of Reviewer Pia-wah Sim

DocuSigned by: Pia-Wah Sim 5CAC514FE3A34C9...

	Recurring			
	Fiscal Year 1	Fiscal Year 2	Fiscal Year 3	Fiscal Year 4
Personnel				
Faculty, Tenured/Tenure-track				
Alex Stone (0.1, 0.25 FTE thereaf	10,253	26,401	27,193	28,009
Javier Fernandez-Salvador (0, 0.4 FTE for one quar		7,467	7,691	7,921
Faculty, fixed-term				
Deanna Lloyd, instructor 0.4 FTE	11,012	11,343	11,683	12,034
Christine Brekken (0.3 FTE for or	7,160	7,375	7,596	7,824
James Cassidy (0.3 FTE for one q	5,761	5,934	6,112	6,295
Sub-total, Faculty	34,187	58,519	60,275	62,083
Support Staff Program Advisor				
Support Staff Content Developer Salary				
OPE - Tenured Faculty	5,537	17,691	18,222	18,769
OPE - Fixed Term Faculty	12,983	13,372	13,774	14,187
OPE - Support Staff - Advisor	-	-	-	-
Personnel Subtotal	52,706	89,583	92,270	95,039
Other Expenses				
Library, Printed				
Library, Electronic				
Services & Supplies (2 computers, recording and other (		6,000		
Capital Equipment				
Other Resources Subtotal	-	6,000	-	
Physical Facilities				
Construction				
Major Renovation				
Other Expenses				
Physical Facilities Subtotal	-	-	-	-
Total Cost of Program	**52,706**	**95,583**	**92,270**	**95,039**
Resources				
Current Budget, unit				
Tuition (e campus, differential)	32,504	67,592	95,921	99,897
Institutional Reallocation from other b	15,789	51,559	53,106	54,699
eCampus advisor		-	-	-
Other, describe:				
Ecampus fund - course develop				
Ecampus fund - prog coordinator				
CAS Matching fund				
Total Resources	**48,293**	**119,151**	**149,027**	**154,596**

Note: Please include budget narrative describing items listed above.

Revenue/Expense check *135,468.43*

OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources allocated to the Proposed Program, if any.
If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: Undergraduate Online Certifcate in Organic Farming System

BUDGET PERIOD: From FY 2018-2019 to FY 2019-2020

Business Center AMB)ate 2/27/2019 | 11:48:23 PST
Name and Title of Reviewer Pia-wah Sim

DocuSigned by: Pia-Wah Sim 5CAC514FE3A34C9...

	Total			
	Fiscal Year 1	Fiscal Year 2	Fiscal Year 3	Fiscal Year 4
Personnel				
Faculty, Tenured/Tenure-track	-	-	-	-
Alex Stone (0.1, 0.25 FTE thereaf	10,253	26,401	27,193	28,009
Javier Fernandez-Salvador (0, 0.4	-	7,467	7,691	7,921
Faculty, fixed-term				
Deanna Lloyd, instructor (0.3, 0.4	29,891	24,306	11,683	12,034
Christine Brekken (.3 FTE for one	7,160	7,375	7,596	7,824
James Cassidy (0.3 FTE for one qu	13,442	5,934	6,112	6,295
Sub-total, Faculty	53,065	71,483	60,275	62,083
Support Staff Program Advisor Salary	-	-	-	-
Support Staff Content Developer Salar	11,250	11,250	-	-
OPE - Tentured Faculty	5,537	17,691	18,222	18,769
OPE - Fixed Term Faculty	30,240	22,058	13,774	14,187
OPE - Support Staff	5,625	5,625	-	-
Personnel Subtotal	105,717	128,106	92,270	95,039
Other Expenses				
Library, Printed	-	-	-	-
Library, Electronic	-	-	-	-
Services & Supplies	-	6,000	-	-
Capital Equipment	-	-	-	-
Other Resources Subtotal	-	6,000	-	-
Physical Facilities	-	-	-	-
Construction	-	-	-	-
Major Renovation	-	-	-	-
Other Expenses	-	-	-	-
Physical Facilities Subtotal	-	-	-	-
Check math	-	-	-	-
Total Cost of Program	105,717	134,106	92,270	95,039
Resources				
Current Budget, unit	-	-	-	-
Tuition (e campus, differential)	32,504	67,592	95,921	99,897
Institutional Reallocation from other b	15,789	51,559	53,106	54,699
eCampus advisor	-	20,625	21,244	21,881
Other, describe:	-	-	-	-
Ecampus fund - course develop	-	21,700	-	-
Ecampus fund - prog coordinator	-	52,500	-	-
CAS Matching fund	-	21,700	-	-
	-		-	-
Total Resources	**48,293**	**235,676**	**170,271**	**176,477**
check math	48,293	215,051	149,027	154,596

Note: Please include budget narrative describing items listed above.

Revenue/Expense check *139,834*

Undergraduate Certificate in Organic Farming Systems

Budget Narrative

One-Time Budget: This budget reflects the one-time, two-year process of developing 8 new OSU courses for this certificate.

Personnel: 3% increase in salaries each year

Faculty, Fixed Term

Program Coordinator/content developer (Lloyd):
Annual salary rate $62,928, OPE rate 0.67
Year 1: 0.8 FTE for summer and 0.4FTE for fall term $18,878
Year 2: 0.4FTE for summer and fall terms $12,963

Course developer/instructor (Cassidy):
Annual salary rate $76,812, OPE rate 0.60
Year 1: 0.4FTE for winter term $7,681

Support Staff

Content Developer: Spring Year 1 and Summer Year 2
Annual salary rate $45,000, OPE rate 0.50
Year 1: 1.0 FTE Spring 2019: $11,250
Year 2: 1.0 FTE Summer 2019: $11,250

OPE:

Fixed Term Faculty
Program Coordinator/content developer: OPE Rate of 63%
Support Staff (Content developer) OPE Rate 50%

Resources:

Other:
Ecampus Development Funds: $3,500 per new course in CSS (2 x 3,500) and $2450 per new course in HORT (6 x 2450). Total $21,700
College of Agricultural Sciences Matching Funds: $21,700
Ecampus support for program coordinator for 7 terms, total $52,50
Year 1: $30,000 Year 2: $22,500

Recurring Budget: This budget includes 4 years of instruction with more courses available and more students enrolled as the Certificate program starts (Fall 2019) and courses become available. Year One – 5 courses; Year Two (first year of certificate program) – 8 courses; Year Three (second year of certificate program – all 9 courses). FTE are based on 0.3 FTE for a 3 credit course and 0.4 FTE per 4 credit course.

A 3% increase in salaries and OPE was used for each year after year 1.

Personnel:

Faculty Tenured/Tenure Track:

Program leader: 0.1FTE in year 1 and 0.25FTE thereafter at annual salary rate $102,528.
Year 1: $10,253, Year 2: $26,401, Year 3: $27,193, Year 4: $28,009
Instructor (Fernandez-Salvador): 0.4FTE Year 2-4 at annual salary rate $72,492.
Year 2: $7,467, Year 3: 7,691, Year 4: $7,921

Fixed Term Faculty:
Three Instructors:

Lloyd: 0.4 FTE fall quarter and 0.3 FTE spring quarter each year (expressed as 0.35FTE for 6 months)
Brekken: 0.3 FTE one quarter each year
Cassidy: 0.3 FTE one quarter each year

Annual salary rate range from $62,928 to $76,812
Year 1: $23,934, Year 2: $24,652, Year 3: $25391, Year 4: $26153

OPE:
Program Leader: 54% OPE rate
Program Advisor: 65% OPE rate
Instructors: OPE rate range from 30% to 63%

Service and Supplies
$6,000 is budgeted for two new computers and monitors and software and equipment for distance communication.

Resources:
Tuition (Ecampus, differential):
The tuition revenue share to unit $ tuition per SCH x 0.9 x 0.8 x 0.92
$99.40 per SCH tuition revenue share to unit is after subtracting 10% to Financial Aid Pool per SCH, 20% to OSU Central Admin Svcs per SCH, 8% Revenue to CAS Reserves per SCH, and 30% for departmental overhead.

		Year 1	Year 2	Year 3	Year 4
Course/# student in Y2-4	Credits	SCH	SCH	SCH	SCH
HORT212 18,30,40, 50	4	72	120	160	200
CROP355 0,25,40,40	3	0	75	120	120
HORT307 20,30,40,40	3	60	90	120	120
HORT344 10,20,30,30	3	30	60	90	90
HORT308 0,25,35,35	2	0	50	70	70
SOIL360 15,30,40,40	3	45	90	120	120
HORT306 0,25,40,40	3	0	75	120	120
HORT482 0,0, 15,15	3	0	0	45	45
AGRI 411 40,40,40 ,40	3	120	120	120	120
Total SCH		327	680	965	1005
Total tuition		32,504	67,592	95,921	99,897

Institutional Reallocation from other budgetary units:
Tenure track faculty are supported by CAS programmatic FTE budget.